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ABSTRACT

This curriculum guide for eighth-grade teachers contains values-based classroom lessons which are intended to assist students in the development of (1) a positive self-concept, (2) rational thinking processes, (3) inter- and intrapersonal skills necessary for individual and group effectiveness, and (4) a personal and societal value system. Teaching techniques include role playing, use of transparencies and filmstrips, sentence completion, solving dilemmas, and classroom discussion. Lessons provided include the following: Values: What They Are and Are Not; Values and Choices; Action and Values; Value Influences; Community Values; Teenaging Today; Exploring School as a Value Influence; Family Influence; and Decision Making. Each lesson outline contains purpose, concepts, affective objectives, classroom activities, specific teaching procedures, guiding questions, evaluation techniques, and lists of materials needed. Appendices contain Interaction Briefs for Role Playing and A Guide to Alcoholics Anonymous. The curriculum developers recommend that teachers receive training in affective teaching skills and attitudes before using the guide and that the materials not be used daily, but rather spaced to cover a semester at a time. (Author/RM)

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LEVEL 8

PATTERN OF HEALTHFUL LIVING: PEOPLE AND CHOICES

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Office of County School Superintendent

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PATTERN

OF

HEALTHFUL LIVING

A Values Curriculum

PEOPLE AND CHOICES

LEVEL EIGHT

Nancy D. Fortney, Ed.D.

Second Revision

HARRIS COUNTY DEPARTMENT OF EDUCATION
Office of County School Superintendent
Carroll Teague - Superintendent

June, 1975

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FORWARD

The Pattern of Healthful Living Project was a curriculum development effort funded by the Texas Commission on Alcoholism. The guides were written, subjected to two pilotings and carefully evaluated for content, grade appropriatness, and pupil effectiveness.

Because this is a values based curriculum attempting to effect attitude and behavioral changes in pupils regarding decisions important to youth, the Pattern of Healthful Living staff does not recommend the use of these guides without the requisite teacher preparation. Affective teaching skills and attitudes are imperative if the results the project obtained from piloting can be expected from others who use the material.

The staff recommends these materials not be used daily, but rather spaced to cover a semester of time. Materials are available for grades kindergarten through twelve.

The focusing goal of a value-based curriculum is the development in children of a positive self-image. This will set the pattern for utilization of decision making processes which are necessary in a democratic society. If this is kept in mind and teachers are properly trained, we will have taken one further step in humanizing education.

Shirley E. Rose, Ed.D.
Project Coordinator

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PREFACE

RATIONALE

Harris County Department of Education conceptualized "Patterns of Healthful Living" curriculum design under the following premises:

1. Belief in the supreme worth and individuality of each pupil.

2. Belief that each person should be aided by educational institutions in attaining his potential as a human being.

3. Belief that each person should be aided by educational institutions for effective participation in a democratic society.

4. Belief that each person can become the person he wants to be and function more effectively in a free society if he is helped to develop a personal rational value system.

5. Belief that one of the important functions of a school in a free society is to help pupils develop and clarify a personal belief system.

6. Belief in a value-based education program as the effective means of assisting pupils into becoming a "rational thinking," "self-actualizing" individual.

GOALS

The following broad goals were identified in order to facilitate the ultimate aim of the program as outlined in the proposal to the Texas Commission on Alcoholism: "The ultimate

aim will be to have an ongoing program which can be offered to organizations throughout the state, a program which produces individuals with the ability to make responsible judgments on their lifestyle."

The program attempted the following:

1. Assist pupils in the development of a more positive self-concept which helps individuals achieve a more rewarding, enriched life.

2. Assist pupils in the development of rational thinking processes necessary to effective functioning in a free society.

3. Assist in the development and refinement of inter and intra personal skills necessary for individual and group effectiveness.

4. Assist in helping the child understand the values of the society in which he lives and participate effectively in that society.

5. Assist in development of a personal and societal value system, which involves:

   A. Understanding how a value system evolves.

   B. Appreciation of value systems operating in a multi-ethnic society.

   C. Experiences in examination of values both personal and societal.

   D. Experiences in resolution of value conflict and value clarification both personal and societal.

   E. Development of a sense of responsibility toward the use of alcohol/drugs in an alcohol/drug using society.

INTRODUCTION

The lessons developed for the PATTERN OF HEALTHFUL LIVING program for Grade Eight are intended to guide both teacher and students through a series of experiences that will contribute to a deeper awareness of the role of personal values and decisions in the lives of individuals and in society at large.

For these experiences to have their fullest impact, the teacher will need to be genuinely real as a person, and accepting of self and others. There must also be an underlying basic trust in people, I believe. In addition to these qualities, there are certain attitudes and skills which enhance teacher effectiveness in helping students clarify their values and beliefs. First, a belief that affective learning must be presented in some form that is actively experienced by the learner as opposed to passive forms of learning. Affective learning is facilitated through "doing" and "discovering" rather than receiving information. This requires the teacher to be sensitive to the needs and interests of his/her students and flexible enough to try finding ways of meeting them.

The design of each lesson begins with focus questions which attempt to relate the discussion content to the interests of students and lead toward experiences that enable students to attain the lesson objectives. Pacing of time is critical to the success of the instruction and, since it is impossible to anticipate at the design stage how much time should be allocated for each question or activity, the teacher will need to make adjustments as they are needed. Some lessons may need to be extended to two sessions, or in some cases, have portions deleted entirely. In any event, the teacher should feel confident in his/her judgment as to how to pace the lesson most advantageously.

Some of the suggested strategies required further explanation of the procedures than is provided in the lesson outline. To meet this need, descriptions of these strategies and their procedures are supplied in the sections referred to as "Note to Teacher" at the end of the lesson. Also, any additional suggestons that are believed to be helpful to the teacher, are included in these sections.

It is hoped by the writer that these lessons will provide an enjoyable, worthwhile experience in personal growth for students and teacher alike.

Nancy D. Fortney

PEOPLE AND CHOICES

LEVEL VIII

LESSON 1 - INTRODUCTION

PURPOSE:

To introduce the unit "People and Choices" and to create students' interest in learning more about themselves and their values.

FOCUS:

Choices

PREREQUISITES:

None

TERMINAL OBJECTIVE:

To complete at least one "I learned statement" relating to one or more of the experiences during this class session.

ENABLING OBJECTIVE:

Students will be able to:

a. Make several "either/or" choices

B. Rank order choices

C. Complete sentence stems relating to personal preferences, problems, worries

MATERIALS:

A. Transparency and overhead projector (or blackboard) on which to write rank order alternatives.

B. Sentence completion forms (class supply)

LEARNING EXPERIENCES:

1. Introduction. (Possible remarks: "We spend much of our time in school learning all about the kind of world we live in, but we spend very little time learning about ourselves as individuals or persons who inhabit that world. However, the sort of person each of us is has a great deal to do with the way the world is now and the way it will be in the future. Consequently, it might be beneficial for us to spend a few weeks this term thinking about how we live, who we are, and the sort of human beings we would like to become.")

2. Voting questions. (Transitional remarks: "Someone once said that living is choosing and that we are the persons we are largely because of choices we make. It might be interesting to begin a study of ourselves by making some choices right now in the form of voting on some simple issues or questions.)

   A. Read aloud a series of questions beginning with the words, "How many of you....?" Students respond by a show of hands.

B. Explain rules for responding:

- those who answer affirmatively, raise hands
- those who choose a negative response, point thumbs down
- those who are undecided, fold arms
- those who prefer not to respond at all, do nothing

C. Sample voting questions:

"How many of you...."

(1) enjoy camping?

(2) think that going steady is a good thing?

(3) enjoy going to church or synagogue regularly?

(4) choose your own clothes?

(5) know someone who has a drug problem?

(6) like to read books?

(7) think that cheating on exams is O.K. sometimes?

(8) like olives?

(9) read the newspaper regularly?

(10) have always lived in this city/town?

D. Follow-up discussion questions:

(1) Were you surprised by the responses that were different than yours?

(2) Did anyone feel uncomfortable with any of the questions? If so, why?

3. Ranking

A. Explain procedure: "I am going to ask some questions that require a value judgment on your part. I will state three or four alternative choices and you are to rank them in order according to your own preferences."

B. Read a question to students and write the alternatives on the board or a transparency. (Having these already listed on a newsprint flip-chart is even better.)

C. Ask 6 or 8 volunteers in turn to give their rankings, in order of first to least. Any student may pass.

D. After students have responded, the teacher may wish to give his or her own rankings.

E. Follow up discussion: Students may want to explain the reasons for their choices. This part of the exercise includes all students who wish to share.

SAMPLE RANK ORDER QUESTIONS*

(1) If you had a free afternoon, would

---

*Additional ideas for questions can be found in Sidney Simon, et al, Values Clarification. pp. 58-93.

you go to a:

- picnic?
- movie?
- party?

(2) If you had a serious problem, who would you go to first:

- a friend?
- your parents?
- a counselor?

(3) Which do you think does the greatest social harm:

- marijuana?
- alcohol?
- nicotine?

(4) If you unexpectedly acquired $500, would you:

- buy something?
- save or invest it?
- use it to travel?

(5) What would you do if you saw your best friend shoplift: (...or someone you knew slightly:)

- report him?
- pretend you didn't see?
- talk to him about it?

(6) Your best friend has written a story which you think is terrible. If he asks what you think of it, would you tell him:

- the truth?
- what he wants to hear?
- only as much as you think he can stand?

4. Sentence Completion

   A. Transitional remarks: "Sometimes our feelings and beliefs take us by surprise. It can be a good idea to spend some time giving further thought to what we think about some things. For the next few minutes, you are to respond to the questions on the sheet that will be given you. Do not put your name on the paper so that your answers will be absolutely confidential.

   B. Distribute forms

   C. Instruct students to complete the forms as freely and spontaneously as possible. Assure students that although their replies might be shared with the class, authors should be unknown. Allow about ten minutes for students to complete the activity.

   D. Collect questionnaires; select a few at random to read aloud. Allow students to react. (The data from these questionnaires should be tabulated to provide input for a subsequent lesson on the values and attitudes of teenagers.)

ASSIGNMENT:

1. Explain to students that each person is to maintain a personal journal during this unit which is to be brought to class each day. It will be used for recording responses to the activities and learnings during this unit. Entries will be made at various times in class and outside of class at will.

2. Assure students that the journals are confidential and will not be shared unless the student himself wishes to volunteer his responses.

EVALUATION:

Following the voting, ranking and sentence completion exercises, the students should be given opportunity to respond to the following statements, orally or on paper:

"I was surprised that I...."

"I was pleased that I...."

"I was disappointed that I...."

"I noticed that I...."

Allow as many to respond as time permits. This will give students the opportunity to begin to learn the different points of view of their fellow students, as well as help them clarify their own feelings and beliefs. Remind students that these responses are voluntary, and they may "pass" if they have no response to any one of the statements.

NOTES TO THE TEACHER:

VOTING AND RANKING

Additional Voting and Rank Order questions may be found in Simon, Howe and Kirschenbaum, Values Clarification, pp. 38-93. According to the authors, "voting provides a simple and rapid means by which every student in the class can make a public affirmation on a variety of value issues. It develops the realization that others often see issues quite differently..."

(Simon, p. 38). The purpose of the Rank Order strategies is to give students practice in choosing from alternatives and in affirming those choices publicly.

SENTENCE COMPLETION

The Sentence Completion exercise provides opportunity for students to explore some feelings, attitudes or worries that they previously might have been unaware of. Papers should not be signed in the event that they are collected, tabulated and analyzed later by the class.

For each of these strategies, your own substitutions or additions may improve the effectiveness of the strategies or instrument for use with your particular classes.

JOURNALS

During this unit, students will be spending much time in small group discussions, large group discussions and individual activities. The value of these experiences depends to a great extent upon their causing some introspection and reflection on the part of each student. Therefore, it is important that students have frequent opportunities to respond to these experiences and activities. Some responses can be shared publicly, but many responses will be very personal in nature. To meet this need, each student should maintain a journal for written responses throughout this unit. These responses may vary from one word to a complete essay. Occasionally, he may want to share sections of his journal with other members of the class, but unless he volunteers to do so, the journal will be his own private affair. Journals will not be read by the teacher unless the student asks for consultation. For the purposes of evaluating this unit, however, the teacher may ask students to volunteer journals, nameless, for analysis.

SENTENCE COMPLETION ACTIVITY

1. Most people say that I am _____

_____

2. I think that I am _____

_____

3. When I have a whole afternoon to myself I _____

_____

4. In a group I feel _____

_____

5. What bothers me most about other people is _____

_____

6. Most of my friends are _____

_____

7. My family likes to _____

_____

8. My friends like to _____

_____

9. My biggest worry right now is _____

_____

10. I am most afraid when _____

_____

11. Some of my friends worry about _____

_____

12. What I want most in the whole world is _____

_____

13. If I could live anywhere I wanted I would live in _____

_____

14. The best thing about where I live now is _____

_____

15. This school is _____

_____

16. When I think about the future world, the change I want most to happen is

_____

17. Changes that I would stop are _____

_____

18. The people I care about who would probably feel the same way about the future are

_____

LEVEL VIII

LESSON 2 - VALUES

PURPOSE:

To help students understand the concept "values" and become more aware of the values that are operative in their own lives.

FOCUS:

Values

PREREQUISITES:

None

TERMINAL OBJECTIVES:

1. The student will define "values."
2. The student will identify some ways in which our behavior often demonstrates what is really most important to us.
3. The student will be able to identify in a hypothetical situation involving personal choice at least one behavior that indicates a more deeply held or underlying value.

ENABLING OBJECTIVES:

1. Students will brainstorm the meaning of values.

2. Students will identify personal values.

3. Students will represent several personal values symbolically.

MATERIALS:

Large sheets of newsprint and markers. Quantity: one sheet for each small group - five to six is adequate for average size classes.
Evaluation Form

LEARNING EXPERIENCES:

1. Introduction

   Everyday we all have to make dozens of choices. Have you wondered what causes you to choose as you do? Our choices usually come from our feelings, attitudes, and beliefs, or other things that are important to us. Therefore, a person's choices can be signals or indicators of the things in life that he or she values. Today's activities are planned to help us explore these ideas.

2. Defining what a value is: (Allow 15 to 20 minutes)

   A. Ask students to volunteer definitions of "values."

   B. Divide the class into groups of five to six and assign each group the task of agreeing upon a single definition of what a value is.

C. Provide each group with a sheet of newsprint and marker.

D. Each group is to appoint a person to write the group's definition on the newsprint.

E. After five to ten minutes, collect the sheets and display on wall or blackboard (masking tape is useful here).

F. After all groups have an opportunity to examine one another's definitions, noting similarities and differences, attempt to bring the entire class to a single definition of values that incorporates all the ideas or criteria that they believe are necessary.

G. This definition should lead to a choice of words that suggest the idea that a value is something that is prized or cherished.

3. Personal values (Allow 10 minutes)

A. Ask each student to list in their journals (or on paper) at least ten things that they value or prize highly.

B. Ask students to choose the three things from that list that they prize <u>most</u> highly and write them in a column at the left side of the page. They should be listed in order of their importance to the individual (ranked).

C. On the right side of the page, beside each of their three most important values, ask students to name for each one of the values the ways in which they might show or indicate

to others that these are important values in their lives.

Sample:

VALUE	INDICATOR
1. Money	- talk a lot about it - work hard to get it
2. Parents	- like to spend time with them - do what they say - worry about them
3. Stereo	- listen to it all the time - saved up to get it - my friends like it too

4. Concluding Discussion

A. Is everything that we like a "value?" In other words, are there some things that we like that are not necessarily valued?

B. How do values affect what we do?

C. What good does it do to have a clear "set of values?"

(Possible answers might include ideas that values motivate us; that we use values to judge right and wrong actions.)

D. Can you guess what a person's values are by what he does or says? Explain.

EVALUATION:

Students will complete the Evaluation Form in order to relate values to choices and actions.

EVALUATION

1. Write your definition of a value._____

_____

_____

2. A girl that you know says that her favorite past time is sewing, but she spends her allowance on records and most of her free time watching TV. What could be inferred about her values from her actions? In other words, what seems to point to, or indicate her values.

   a. What she says?_____

   b. How she spends her money?_____

   c. How she spends her time?_____

3. In her case, which do you think is the stronger indicator:

   time?_____ money?____ Why?_____

_____

4. If a friend of yours continually complains about the grades he gets, what value might his complaining indicate?

_____

5. Think of three things that you value and list them in order of their importance to you:

	Value	What indicates this as your value?
a.	_____	_____
b.	_____	_____
c.	_____	_____

LEVEL VIII

LESSON 3 - VALUES: WHAT THEY ARE AND ARE NOT

PURPOSE:

To help students better understand the concept of valuing and thereby become more aware of the values that are operative in their own lives.

FOCUS:

Valuing

TERMINAL OBJECTIVE:

The student will infer from expressed feelings or behavior what values may be held by an individual or a group.

ENABLING OBJECTIVES:

1. Students will be able to represent several personal priorities or values symbolically.
2. Students infer from expressed reactions or behavior (value indicators) what values may be held by an individual or group.

MATERIALS:

1. Copies of "Tee-shirt" forms
2. Copies of "All In The Family" script
3. Copies of student evaluation forms.

LEARNING EXPERIENCES:

1. Introduction

   People can often guess what our values are by the things we do, and vice versa. We express our values in what we say, how we spend our time and money, what we wear, who our friends are, our heroes and heroines, our worries, our prejudices, and what we are most proud of.

   Today we are going to work on finding out some more about our own values, and how to show these values to others through what we say and do.

2. "Tee-Shirt" activity

   A. Distribute forms

   B. Instructions:

      "If you could have a tee-shirt printed just the way you wanted it, what are some things you're proud of enough to wear on the front and back of that shirt?"

      "Write on the tee-shirt in the picture with whatever you would put on the shirt if you were going to wear it to school tomorrow."

C. Allow time for any students who might wish to share their "tee-shirts."

D. Conclude the activity with some volunteered "I learned" statements, such as "I was happy to see that..." and so forth.

3. Value Indicators

A. Most of the priorities we have, or the choices we make, are not in themselves values but merely indicate our deeper beliefs and feelings about what is right or wrong, good or bad. In other words, values themselves cannot be seen or heard; they can only be pointed to by what we do or say.

B. A value indicators points to a value, but is not a value itself. Since values cannot be seen or known directly, we must guess (infer) from our behavior, feelings, attitudes and so forth what our real values are. That is why it is important to become aware of our reactions to experiences - in this way we can become clear as to what it is that we really do value.

*C. Distribute copies of "All In The Family" script.

*Note to Teacher:

An alternative activity for inferring values from indicators appears below:

Each student is asked to make up a story of no more than five to eight sentences about a boy and a violin (or any other comparable set of elements.) The students form small groups. One person in each group collects and reads the stories aloud. The authors are not identified,

but the group discusses what each story reveals about the author's attitudes, values, and past experiences.[1]

D. After students have had time to read through the script, initiate discussion with the following:

1. What values would you guess that Archie might have? Patriotism, white supremacy, male supremacy or chauvinism, hard-work-as-the-road-to sucess)

2. What statements in the conversation express these values? (List values suggested by students on the board in one column and the statement that indicates that value in an opposite column to show the correspondence of each statement to each value listed.

EVALUATION:

Each student will identify some of the value indicators operant in his own life in completing the "Tee-Shirt" activity sheet, and will also identify value indicators in the "All In The Family" script on the form provided at the end of the lesson.

[1]Robert C. Hawley and others, Composition for Personal Growth, p. 28.

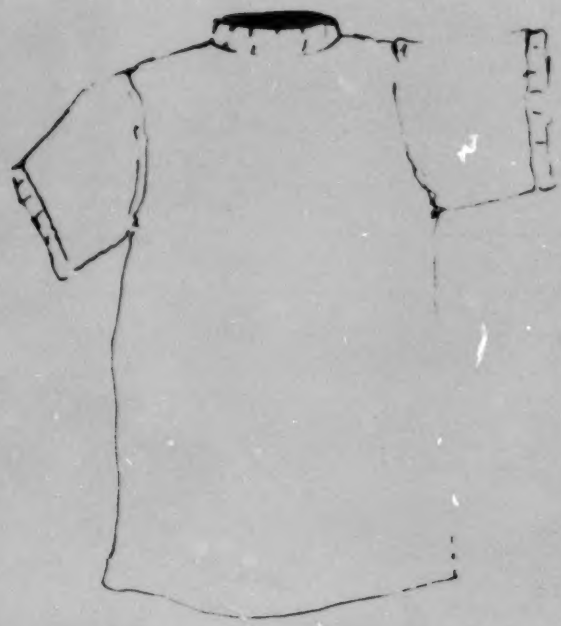
MY TEE-SHIRT

What are some things that you're proud about or feel strongly enough about to wear printed on the front of a Tee-Shirt?

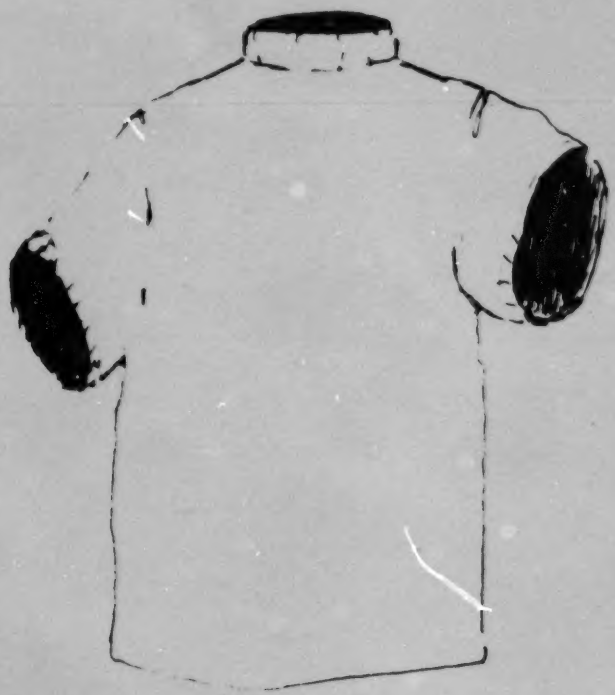
What slogan, saying, words or pictures would you print on the front? On the back?

Some ideas might be:

> Something you do best - something you or your family are most proud of - three words that describe "Who I Am" - Your biggest success - your hero or heroine



FRONT



BACK

EVALUATION

If you were Archie Bunker, what would you put on your tee-shirt?

FRONT:

BACK:

Write your reasons for putting these on Archie's shirt.

_____

_____

_____

_____

_____

ARCHIE BUNKER LOOKS AT FLIP*

Racial jokes are also the staple of television's other top comedy show, All in the Family - but with a difference. Where Flip Wilson kids conventional prejudices by turning them inside out, Family's archbigot Archie Bunker (Carroll O'Connor) is a living example of these prejudices. To see how Archie might react to Flip, TIME asked Family Producer - Writer Norman Lear to imagine a scene in the Bunker living room after the family has watched Flip's show. Lear's script:

GLORIA: Daddy, Flip Wilson really flips you, doesn't he?

ARCHIE: Flip Wilson? I can take him or leave him.

MIKE: Come on, Arch, I can't remember when I saw you laugh so hard.

EDITH: That's right Archie. Especially when he got in them lady's clothes...

ARCHIE: Edith, stifle!

EDITH: And played Ernestine...

ARCHIE: I said, stifle! I don't know what it is with you guys. We seen the show, we enjoyed it...

MIKE: Enjoyed it, hell! I saw you split a gut! The guy is just plain funny... why can't you admit it?

ARCHIE: So. He's funny. I'm the foist to admit it. But I didn't spiit no gut. I do that maybe for Bob Hope. He's really funny!

GLORIA: What's Bob Hope got to do with this?

ARCHIE: Nothin'. He's just the daddy of 'em all, that's all!

EDITH: (amazed) Bob Hope is Flip Wilson's father?

ARCHIE: Edith!!

MIKE: Archie, I never heard you laugh at Bob Hope the way you just laughed at Flip Wilson.

ARCHIE: Go on! The man entertained our boys through three wars...don't that mean nothin' to you?

MIKE: Okay. So he entertained the troops. But that doesn't make him funnier.

ARCHIE: The hell it don't! He paid his dues, sonny boy...and he came up the hard way, too!!

MIKE: What the hell does that mean, Bob Hope came up the hard way?

ARCHIE: Well, he didn't have whatchya call yer natural endowerments. His people wasn't all singers and dancers an' like that!

MIKE: You mean he wasn't black?

ARCHIE: Right.

MIKE: So Bob Hope came up the had way...and Flip Wilson had it ready, made and waiting! Is that it?

ARCHIE: You're takin' what I said out of contest, like ya always do. Mr. Big Liberal. All I meant was, being colored, Flip had a natural advantage of entertainin' being in his blood.

EDITH: I thought it's tougher bein' born black.

ARCHIE: Edith, you gotta stop readin' what them two bleeding hearts bring home! I'm tellin' ya...you wanna get into sports or entertainment, it's easier bein' black. That's it!

MIKE: How the hell do we get from one hour of your solid laughter at Flip Wilson to another of your broadside attacks against all blacks?

ARCHIE: There you go...just about ready to accuse me of prejudice again, ain't ya?

MIKE: (hopelessly) Yeah, Arch, "just about ready."

ARCHIE: An' all because I paid you favorite minority a few compliments.

MIKE: But you said black Flip Wilson wasn't as funny as white Bob Hope. Or are you gonna tell me you don't think of them as black an' white?

ARCHIE: Well, I don't.

MIKE: You phony....

ARCHIE: Except when they're innerduced, and one steps out in his black skin, and the other is in his white; then I got two eyes, don't I?

*Reprinted from Time, January 31, 1972. p. 59.

LEVEL VIII

LESSON 4 - VALUES AND CHOICES

PURPOSE:

To help the student to recognize the relationship between values and choices.

FOCUS:

Valuing

PREREQUISITE:

Lesson 2 and 3

TERMINAL OBJECTIVE:

The student will be able to rank three personal values in order of his priorities.

ENABLING OBJECTIVES:

1. Students will identify behavioral alternatives to a value dilemma and explore the consequences of each.
2. Students will weigh several personal values against value criteria.

MATERIALS:

Copies of "Weighing Your Values" Form

LEARNING EXPERIENCES:

1. Introduction

   We have been talking about values and how they can affect what we do. We have also seen that observing what we do and say can point to the things that we really prize and value.

   The situations that are most likely to rely on our values are those which involve choosing between several attractive alternatives. That is what is known as a dilemma. Nearly everyone gets caught in all kinds of dilemmas all through life. That is why it is so important to learn what it is that we really value because only then do we choose wisely. On the other hand, it is through having to make difficult choices that we can learn more clearly what our actual values are. Today we are going to consider a dilemma and some of its alternative solutions.

2. Role-play

   *A. Introduce this activity with a brief explanation of role-playing as a learning experience, its purpose, and the procedure to be followed.

   The basic steps to be followed are:

   (1) Warm-up
   (2) Select participants

*Note to Teacher: If you are not familiar with role-playing as a teaching strategy, a brief description of the steps in the strategy appears in the appendix. An excellent resource is the book by Fannie and George Shaftel, Role-Playing for Social Values: Decision-Making in the Social Studies, 1967.

(3) Set stage
(4) Prepare observers
(5) Enact
(6) Discuss and evaluate
(7) Reenact
(8) Discuss and evaluate
(9) Share experiences

B. The Story

RICK'S DILEMMA

Rick was feeling low on the way home from school today because the guys that he hung around with had given him a hard time in the lunchroom about being such a sissy. They kidded about his not drinking when the rest of them did after last night's game. Even though many of the kids in his school drank, Rick did not; he didn't like alcoholic beverages nor the way they made him feel. Also, he knew that his parents wouldn't want him to. So...he was really down because he wanted the guys to like him well enough to include him in their fun, but he didn't want to go against his own feelings about drinking.

The next week after the basketball game, Tom Rogers asked Rick to come along with the gang to his house. Tom said his older brother had gotten some six packs for them and a couple of jugs of strawberry wine. Rick wanted to go but was afraid of being "put down" if he went and then didn't drink with them. Tom was waiting for Rick's answer. After thinking it over, Rick said....

What are some of the ways this story might end?

C. Processing

Discuss at least two different endings for the story suggested by the students.

Be certain to discuss the consequences of each possible ending.

Select actors, and role play each alternative ending.

D. Discussion questions:

(1) What should Rick do?

(2) Would Rick be able to go to the party and not drink? Why or why not?

(3) Is it hard not to drink? Why or why not?

(4) How would you feel in a similar situation?

(5) What did Rick's friends at the party say to him? What do you think they should have said?

(6) What would Rick's parents say if they knew?

(7) Which of the choices that Rick could make do you think will make Rick feel really good about himself? Why do you think so?

3. Weighing values

A. Distribute copies of "Weighing Your Values."

B. Ask students to use the form provided to list three or four things that they value or feel very strongly about.

C. If necessary, explain the directions for evaluating or weighing each of the values listed on the form.

D. As time permits, ask the class to discuss some of the discoveries they might have made about themselves during this activity. These observations could be entered in the students' journals.

EVALUATION:

Completion of the form, "Weighing Your Values."

WEIGHING YOUR VALUES

I.

SOME THINGS I VALUE OR FEEL STRONGLY ABOUT ARE:	1	2	3	4	5	6	7	Total

II. For each thing that you listed above, ask yourself the questions listed below. Whenever the answer is "yes" put a check mark in one of the boxes after the value you listed.

III. Now, count the number of checks given to each item and put the number total in the last box. Which of the things that you listed are true values? Which ones do you prize highly? Which ones are only signs or indicators of a value rather than being a true value?

CHOOSING
1. Did I choose this freely?
2. From alternatives?
3. After considering the consequences?

PRIZING
4. Am I happy with the choice?
5. Am I willing to publicly affirm it?

ACTING
6. Have I done something about it?
7. Do I act on this value often?

LEVEL VIII

LESSON 5 - ACTION AND VALUES

PURPOSE:

To focus on action or behavior as an indicator of a value.

FOCUS:

Decisions, acting

PREREQUISITE:

Lesson 2

TERMINAL OBJECTIVE:

Students will formulate a personal response which will explain the relationship of acting to valuing.

ENABLING OBJECTIVES:

Students will be able to:

1. Identify personal decisions that have been acted upon.
2. Analyze how these decisions were made, and reflect on how acting on these decisions have been beneficial in his life.

MATERIALS:

Filmstrip/Cassette "Developing Values," Part II Frames 60-83 (Guidance Associates)

Journals or paper and pencil

LEARNING EXPERIENCES:

1. Introduction

   There are many ways in which we indicate or point to values by our opinions, prejudices and problems that worry us, but a thing is not highly prized or valued until it is acted on, and acted on repeatedly enough for it to be a recognizable pattern in our lives - that is, a commitment. Today we will talk about some of the things that we have acted upon.

2. Acting and Valuing

   A. Show filmstrip, "Developing Values," Part II, frames 60-83, Conflict Situation Three (Guidance Associates)

   B. Discussion questions:*

      (1) What values are in conflict here?

      (2) How do Ann's parents treat her? Like a child? An adult? A responsible teenager?

      (3) Are Ann's friends selfish, or are they concerned about her? Explain.

*Drawn from Discussion Guide accompanying filmstrip "Developing Values," pp. 13-14. Guidance Associates

(4) Does Ann condone drinking and the use of pot?

(5) Should the legality of marijuana possession affect Ann's decision? Why?

(6) How would Ann's friends react if she forced them to leave her house?

(7) What might happen to Ann if her parents learned she had broken her promise?

(8) What is most important in this situation? Keeping a promise? Pleasing your friends? Satisfying your parents?

(9) Have you ever had to choose between what your parents wanted and what your friends wanted?

3. Deciding and Acting

A. Ask students to think of, and write down, two decisions that they have made and acted on.

B. Form groups of six to eight.

C. Instruct group to discuss: (1) what these decisions were, (2) how they went about making the decisions, and (3) how acting upon these decisions helped in their lives.

D. Allow about 15 minutes for steps A, B, and C; then allow about 5 minutes for each student to make an entry in his journal.

4. Journal Entries

Allow five minutes or so for students to enter some "I learned...." statements in their journals. It is important to the effectiveness of many of these activities that students are given the opportunity, frequently, to reflect upon their experience in the activities and make written responses about them.

EVALUATION:

Ask students to write a short paragraph illustrating the relationship between acting and valuing. Students may wish to use a personal experience or one they know of to explain the relationship. Reflecting upon Ann's experience in the filmstrip should help students think of an experience meaningful to them.

LEVEL VIII

LESSON 6 - VALUE INFLUENCES

PURPOSE:

To develop awareness of the factors which influence the formation of values.

FOCUS:

Value determinants and influences

PREREQUISITES:

Lesson 2, 3, and 4

TERMINAL OBJECTIVE:

Students will be able to identify major influences in the formation of an individual's values.

ENABLING OBJECTIVES:

1. Students will be able to recognize some values that his parents have tried to instill in him.
2. After viewing filmstrip, state some of the ways in which our values are shaped by outside forces or influences.

MATERIALS:

Filmstrip/Cassette "Developing Values," Part I (Guidance Associates)

Class copies of "Discussion Questions"

LEARNING EXPERIENCES:

1. Introduction

   Perhaps, during the last few class sessions, we have learned a little about what some of our values are. Have you wondered, ever, how we happened to develop those particular values that we hold? If we want to understand ourselves and others better, it might be helpful to look into some of the factors that influence us.

2. Parents as Influences

   Instruct students to:

   A. "List in your journals (or on a separate piece of paper) some of the values that your parents have tried to instill in you.

   B. List some values that your parents say they strongly believe in or espouse. Do they always practice these values? Why not?

3. Show filmstrip, Developing Values, Part I

4. Discussion

   A. Distribute copies of "Discussion Questions" from filmstrip discussion guide, pp. 11-12.

B. Ask students to respond to questions.

C. Form groups of four.

D. Each group should select one item on the questionnaire to react to.

E. Share conclusions in large group as to what some of the major influences in the development of an individual's values are (community, school, religion, friends, parents, etc....)

5. Provide time for journal entries as a conclusion to the lesson.

EVALUATION:

Rank order by numbering 1 to 8 (most to least), the importance of each of the influences in determining your present values.

_____Religion

_____Parents

_____Friends

_____Movies/TV

_____Advertising

_____School

_____Self

_____Other (Describe)

DISCUSSION QUESTIONS

1. In what areas of activity do you compete? Do you think competition should be encouraged? How important in your life is winning or being "first?"

2. Can you think of any circumstances in which cheating would be morally justified? Explain your answer.

3. What are the issues in the scenes involving the young girl and the principal? Is the principal fair? Should the girl protect her friends? Why?

4. Do you feel that your friends influence your values? In what ways? Have you ever sacrificed something in which you believed in order to be included or accepted by a group?

5. To what groups do you belong? Are you a leader or a follower in these groups? Is compromise among group members necessary for a group to set and achieve its goals?

6. In what ways do you think society's values have changed over the last decade? Have changing social values affected your personal beliefs? Explain your answer.

7. Do values portrayed in movies, TV shows, magazines and advertising influence your value choices? In what ways?

8. Are there any social practices considered unacceptable in your community? Would you risk public disapproval to support something in which you believed? Give an example.

9. What is the effect of religious teachings on your decisions? Do you think churches or synagogues are important and/or useful in today's society? Why do you think that?

LEVEL VIII

LESSON 7 - THE COMMUNITY* AS A VALUE INFLUENCE

PURPOSE:

To study the general characteristics of the community in which the student lives to provide a perspective through which to see how it influences his way of life.

FOCUS:

Characteristics of a community (or neighborhood).

PREREQUISITE:

None

TERMINAL OBJECTIVE:

Students will select and describe representative characteristics of their community giving reasons why particular selections were made.

* For lessons 7, 8 and 9 it may be easier or more suitable in some cases for students to use the concept of "neighborhood" in place of "community." Additionally, these lessons may be optional as they are perhaps more suitable for social studies.

ENABLING OBJECTIVES:

1. Using prior knowledge of the city or community, the student will recall, in brainstorming, its most outstanding features, places, population characteristics, groups, etc...

2. Using data from brainstorming, students will group and label items into categories.

3. Students will generalize from categories about the community.

4. Students will predict and evaluate future community changes.

MATERIALS:

Blackboard, newsprint or transparency for recording data from student ideas and brainstorming information activities.

Large pictures, posters, etc. depicting the community scene.

Materials from the local Chamber of Commerce for display on bulletin boards in interest/ library centers.

"The Community Scene" Form

LEARNING EXPERIENCES:

1. Introduction

   In our study of values, the question arises of how our values develop in the first place - how we learn to value certain things and not others. We

learned that our values are formed as a result of many experiences. However, there are several major influences at work all of the time in the formation and growth of a person's values: the community we live in, the schools we attend, our families, friends, religions, and so forth. Can you think of any others?

We will be studying each of these in the coming lessons so that we will understand better what it is that we value most and how that is affected by these outside influences.

We often hear that the way we are, i.e., "who we are," is determined to a great extent by where we live. If that is true, then perhaps it would be worthwhile to think about what it's like to live here in _____ (your town or city) today.

In the next few sessions, we will take a look at what this community is like, what the people are like who live here, what is good or bad about the community and what some of its problems are.

2. "Taba-Inquiry" Strategy

   A. Students individually fantasize a trip around their town or city via air, car, bike, or foot and list what they see.

   B. In a large group discussion, list on large blackboard, newsprint, or overhead transparency what students "see."

   C. Group items by categories by asking students,

"Which of these items go together?"

Rearrange items according to the groupings or categories suggested by students.

Before placing an item in a category, ask student:

"What is the basis for placing this item in this category (what attribute does it have in common with other items in the group or category)?"

D. Label categories by asking students:

"How would you label these groupings?"

(Possible responses are "problems," "tourist attractions," "climate," "institutions," "industry," etc.)

E. Generalizing:

"What kinds of statements can we make about our community?"

F. Predicting

"In what ways do you think _____(your town or city) will change in the next 10 years? The next 25?"

G. Evaluating

(1) "Which of these changes do you think will be bad? Why?

(2) "Which of the changes will be for the good? Why?"

3. Journal Entries

"What do you like best about our community? Least? In what ways has it affected your life?"

EVALUATION:

Students will select and describe scenes from his city which he thinks best characterize his home town, using "The Community Scene" form.

Teacher: You may want to group students in pairs or triads rather than individually in order to save time on this activity.

"THE COMMUNITY SCENE"

Assume you are making a film of our community. Think about the things that, in your opinion, are most typical or representative of this place. Now, select those things which you think would best describe the community to persons who are unfamiliar with it.

In the spaces below: a) list the scenes you would shoot for the film, and b) state the reason for your choice, as though you were narrating each film shot.

****

INTRODUCTION: (Describe the place in terms of size, population, appearance, economy, etc.)

SCENES	NARRATOR'S SCRIPT
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____
9. _____	9. _____
10. _____	10. _____

CLOSING: (Write a sentence or two as to why this is a special place_____

_____

_____

_____

LEVEL VIII

LESSON 8 - COMMUNITY VALUES: PART I

PURPOSE:

To increase understanding of the general nature of the community population.

FOCUS:

Community population

TERMINAL OBJECTIVE:

The student will be able to identify ways in which an individual may be influenced by the values and characteristics of the community.

ENABLING OBJECTIVES:

1. Utilizing local resources, the student will locate basic facts and information about the population in his community.
2. The student will generalize from the information about what the people in his community are like in terms of geographic and cultural origins, traditions, income, problems and priorities.

3. The student will write a short paragraph or story about the first week's experiences, feelings or problems of someone new to the community.

MATERIALS:

Informational materials such as Chamber of Commerce pamphlets, brochures, etc., or news media that describe the local population would add to the lesson, but are not necessary to completion of the objective.

Also, data from interviews of local professional persons familiar with a broad segment of the population, such as a counselor, doctor, lawyer, minister, law officer, school administrator, etc. would be helpful. This material could be available in the form of taped or transcribed interviews, or from visits to the class or school by those persons as speakers.

FORMS AND QUESTIONNAIRE HANDOUTS:

1. "Community Population Study - Form #1
2. "Problems and Concerns" - Form #2

LEARNING EXPERIENCES: PART I

1. Introduction

   Focusing Questions:

   Do people "make" the place where they live what it is, or does the place shape the way people are?

If we can't really know our community without considering what the people who live there are like, what are some of the questions we need to ask in order to learn about the people?

Would things such as the use of money and the use of time reflect some general attitudes and values? Why?

What does knowing what a person (or a group of people) values tell you about that person? In other words, if you knew for certain that religion and health were the most prized values of someone you had never met, what would you expect that person to be like in terms of his/her likes, dislikes, preferences, or lifestyle?

How can we go about answering these questions? That is to say, what are some of the things or indicators we would need to find out about in order to get a general idea of what our fellow citizens are like as a group or total population?

2. Inquiry

Distribute forms "Community Population Study" (Form #1). Instruct students to scan the questions listed on the sheet. Ask students if they think that finding the answers to these questions will provide enough information for study, or if there are additional questions that need to be investigated. If any are volunteered, write them on the board so that students may add them to their lists.

The purpose of these questions is to guide the students' inquiry and study of the information that is provided through the lessons for any further study that the teacher may wish to develop.

Be sure to provide time at some point for the information that is gathered via the questionnaire to be shared by students with the entire class.

3. Providing Information and Data:

Distribute any prepared or printed materials about the population and allow time for students to read, and/or:

Present any audio-visual materials that either you or the students may have prepared such as tape-recorded interviews with selected professional persons from the community.

4. Summarizing

A. Distribute forms "Problems and Concerns of our Community" (Form #2).

B. Ask each student to recall what has be learned about the community in the past few lessons. After reading the list of problems on the form, the student is to place a check beside each problem that he believes is a serious problem for the people in this community.

C. After completing the checklist, students are to work in pairs to reach an agreement on the <u>five most important problems</u>.

5. Assignment:

A. Find the information you need in order to complete the questions in the "Population Study."

B. Study the advertisements and articles in today's newspaper and then list in rank order at least five things that you think the people in our city (town) enjoy doing most in the way of sports and recreation.

FORM #1

COMMUNITY POPULATION STUDY

(Or, What are the People Like?)

1. How many are there?
2. Where do they come from, mostly?
3. What kinds of jobs bring people here?
4. What do they like to do best in their spare time?
5. What do they spend most of their money on?
6. What makes them angry?
7. What do they want for their children?
8. What do they expect from the schools?
9. What do they want churches to provide?
10. What ways do they differ most from one another?
    - Race?
    - Religion?
    - Political views?
    - Economic Status?
    - Social Class?
    - Age?
11. In what ways are they most alike?
12. What are some of the major problems and concerns of the entire populations?

FORM #2

PROBLEMS AND CONCERNS OF

OUR COMMUNITY

Read the list of possible problems and concerns listed below and place a check beside each one that you believe is a major worry to the people in our community.

When you have finished, find a partner in the class and agree on the five that are most important. Share your list in a group if you like.

_____ POLLUTION

_____ CRIME

_____ AUTOMOBILE TRAFFIC

_____ TRAFFIC ACCIDENTS

_____ MASS TRANSPORTATION

_____ EMPLOYMENT

_____ COST-OF-LIVING

_____ INCREASING POPULATION

_____ RACE RELATIONS

_____ POVERTY

_____ CARE FOR THE AGED

_____ ALCOHOL USE

_____ DRUG USE

_____ POLITICAL REFORM

_____ LONELINESS

_____ OTHER (WRITE IN BELOW)

_____

_____

_____

_____

LEVEL VIII

LESSON 9 - COMMUNITY VALUES: PART II

MATERIALS:

1. "Our Community Values" - Form #3
2. "Influence of the Community" - Form #4

LEARNING EXPERIENCES:

1. As a large group, discuss the questions assigned for study, "Community Population Study." Briefly record answers on the board or an overhead transparency.
2. Using the information generated from the preceding activities, brainstorm characteristics of the population. List responses on the board.
3. Form four small groups to:
   A. Distribute forms, "Our Community Values."
   B. As a group select ten characteristics from those listed on the board that best typify the people of the community and list on forms: "Our Community Values" (Form #3).
   C. Discuss what values, if any, might be reflected by these characteristics, and write them in the blanks beside the corresponding characteristic.
   D. Select a member to report to the large group.

4. Large group discussion and summary:

   A. Survey small groups for a list of characteristics (indicators) and values. Compile a summary list on the board.

   B. Focus Questions:

      (1) Do these values fit with what you hear people around here saying they value?

      (2) Do these values or characteristics of the community have any influence on the formation of your values or life style?

      (3) What are some of the ways in which the values of others affect us?

Assignment:

1. In journals, write a paragraph or so describing what you imagine could be the first-week experiences, problems or feelings of someone who just recently moved to town.

2. Bring to class next week three magazines. If there are no magazines in your home, perhaps your friends have some they plan to discard. If not, we will try to gather some as a class.

EVALUATION:

The student will complete several statements concerning ways in which he has (or has not)

been influenced by the values of others in the community. The form "Influences of the Community) (Form #4) is provided for this activity.

NOTE TO TEACHER:

Old magazines are needed for Lesson 13, "Teenaging Today." If students do not have access to discarded magazines, perhaps a class discussion of the problem could develop into a class project of collecting the magazines. Faculty members might also assist in locating an adequate source of supply.

FORM #3

COMMUNITY VALUES

(Or, "What do they care about?)

CHARACTERISTICS OF THE PEOPLE WHO LIVE HERE	POSSIBLE UNDERLYING VALUE
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
11.	11.
12.	12.
13.	13.
14.	14.
15.	15.

FORM #4

INFLUENCES OF THE COMMUNITY

COMPLETE THE FOLLOWING STATEMENTS:

1. I believe that my values, beliefs and attitudes have (have not) been greatly influenced by those of the community because:

2. The areas of my life which have been most influenced by community values are:

3. The areas of my life which have been least affected by community values are:

4. In general, the influence of the community upon my value formation has been: (strong, weak, good, bad, etc.)

LEVEL VIII

LESSON 10 - LIFE ON THE ROCKS - PART I

PURPOSE:

To examine the social aspects of, and the American attitudes toward, alcohol use, both adult and teenage.

FOCUS:

Alcohol use

TERMINAL OBJECTIVE:

The student will state and defend an opinion as to causes of teenage drinking.

ENABLING OBJECTIVES:

1. The student will be able to identify through media and discussion the drinking practices and attitudes in:

   A. His community

   B. His school

   C. His home

2. The student will be able to identify factors that contribute to teenage drinking.

MATERIALS:

Filmstrip and record, Life on the Rocks, Part I (Westinghouse Learning Corporation: New York, 1974.)

LEARNING EXPERIENCES:

1. Introduction

   Some of the problems of our community have to do with alcohol and drug use. It would be beneficial, at this point, to examine some of the attitudes and problems surrounding the use of alcohol in America today.

   We will be viewing a series of three filmstrips that explore many of the attitudes in adult society which have nurtured the spread of alcoholism.

2. Filmstrip, Life on the Rocks, Part I

   (Instructions and discussion questions are from the filmstrip teacher's guide, pp. 28-29.)

   It is suggested that the instructor stop the filmstrip after frame 33 when adult says, "At least drinking is a lot better than popping pills, or taking dope, or other drugs." Students might consider the following: Is drinking better than using other forms of drugs? What do they consider to be the advantages... in the long run...in the short run? If alcohol use is "better" than using other forms of drugs, why is alcohol addiction by far

the largest drug problem in the U.S.?

Another pause might take place for student discussion after frame 69. Do the viewers consider drinking a learned behavior? What contributes most to teenage drinking: parental attitudes or pressures from friends?

Continue to the end of Filmstrip #1.

3. Discussion

To open discussion, refer back to the narration beginning with frame 94.

What attitudes concerning drinking have we adopted from adults? Do a couple of extra drinks solve problems? Relieve tensions? Is the amount of beer a person can consume a test of manliness? Do teenagers pressure each other to drink? Do adults?

4. (Optional) Role Play

A. Ask students to describe a situation in which junior high school teenagers might pressure each other to drink.

B. Suggest that two or three volunteer to spontaneously role-play this episode.

C. Exploratory follow-up questions:

- What are we afraid will happen if we do not conform to peer pressure?

- Does that always really happen?

- How can a person "be himself?"

- What makes kids try to pressure others to drink or smoke pot?

- How many of you have experienced a situation like this?

- Do you wish it could turn out differently? Why?

EVALUATION:

Students will write a statement expressing his belief as to the chief cause of teenage drinking and list the reasons for his choice. These may be shared with the class or kept in his journal.

LEVEL VIII

LESSON 11 - "LIFE ON THE ROCKS" - PART II

PURPOSE:

To encourage moderation in alcohol use through an awareness of the impact of alcohol addiction on families, business and industry.

FOCUS:

Alcohol addiction

TERMINAL OBJECTIVE:

The student will be able to explain why Alcoholics Annonymous has worked for many individuals.

ENABLING OBJECTIVES:

1. After viewing media and participating in discussion, the student will be able to examine orally the effects of job pressures on drinking practices.

2. The student will consider possible alternatives for the characters in the filmstrip as they respond to their life situations.

MATERIALS:

Filmstrip/record: Life on the Rocks, Part II

Information materials describing the work of Alcoholic Anonymous.

Optional: A guest lecturer from the nearest Alcoholic Anonymous Office for either this lesson or the next.

LEARNING EXPERIENCES:

1. Introduction

   The main theme of the filmstrip presentation we will have today is alcohol addiction. We will see how job pressures contribute to alcoholism.

   As we view the filmstrip, try to think of some alternative ways that the persons in the story might have handled their situations.

2. Filmstrip presentation, Part II (Instructions and discussion questions are from "Teachers Guide," Life on the Rocks, pp. 28-30).

   At the conclusion of Part II, it is suggested that the instructor review the narration beginning with frame 73 and continue through frame 79. This concluding segment will help to focus student discussion on the humanistic features of jobs in a highly industrialized society.

3. Discussion:

   A. Is Jim's problem an unusual one?

   B. How many persons do you know whose drinking causes problems for either

themselves or their families? What are the kinds of problems that the drinking causes? Financial? Social? Health? Job?

C. In your opinion, what factors seem to contribute or cause problem drinking?

D. What can children do when they have an alcoholic parent? (possible answers: find out about alcoholism by talking to someone who is knowledgable about the topic, or through AA or reading materials available in the libraries.)

E. Was there something in Jim's personality that might have led him to drink too much when things "got tough?"

F. How many of you have heard of Alcoholics Anonymous? What is it? What does it try to do? (This question serves as an introduction to a discussion of the work of AA.)

4. Alcoholics Anonymous

The basic information that students should learn concerning AA is (1) its basic purpose, (2) its mode of treatment, (3) who it serves, and (3) when and how to contact AA. This information can be provided either in a brief teacher lecture, by a resource person from AA or through prepared materials which can be obtained from your local AA office.

EVALUATION:

The student will describe the principles of treatment for alcoholism used by Alcoholics Anonymous, and tell why he thinks it is or is not an effective mode of treatment.

The teacher can randomly question several students concerning the issue to elicit a variety of responses and opinions.

NOTE TO TEACHER:

The purpose of the discussion questions in these lessons is to help arouse student concern for excessive drinking as a widespread social problem and its effects on the drinker's family and employers. It is recognized that young persons probably have little information concerning alcoholism, the kinds of persons who suffer from it, and some of the more promising cures. Therefore, teachers may wish to revise, supplement or even substitute other questions which may serve to attain the objectives more effectively.

LEVEL VIII

LESSON 12 - "LIFE ON THE ROCKS" - PART III

PURPOSE:

To develop awareness of the progression from early to severe alcoholism.

FOCUS:

Alcoholism

PREREQUISITE:

Lesson 9 and 10

TERMINAL OBJECTIVE:

Following the learning experience, the student will be able to suggest a preference for alcoholism treatment.

ENABLING OBJECTIVES:

1. Through media and discussion the student will be able to identify the stages through which an individual alcoholic may progress over a period of years.

2. The student will suggest possible alternatives to alcohol and drugs for relieving tensions from life's pressures.

MATERIALS:

1. Filmstrip/record: "Life on the Rocks," Part III.

2. Forms: "Treatment Preference Checklist," "Thoughts About Alcohol"

LEARNING EXPERIENCES:

1. Introduction

   Today we will see a filmstrip which presents a fictional case history of the progression from social drinking to alcoholism. Because the alcoholic stereotype we usually see is male, this case history is of a woman.

   "Statistics on the number of women who are problem drinkers are not as clear as statistics for male drinkers. The female drinker is often an "at home" drinker, and her problem is usually kept hidden because of society's harsher attitude toward the woman alcoholic. With more women entering the job market, predictions are that more women will drink, and potentially increasing the number of female alcoholics." (p. 5, "Teachers Guide" Life on the Rocks)

2. Filmstrip presentation, Part III (See Teachers Guide, p.28.)

3. Individual Reflections: Distribute forms, ask students to complete these individually. Some of their conclusions may be shared in the large group discussion.

A. Could alcoholism ever happen to you? Why or why not?

B. Suppose a member of your family was alcoholic or had a problem keeping a job because of drinking. What feelings would you have toward that person? If you tried to express those feelings, how do you imagine the conversation might go? (Complete the "Thoughts About Alcohol" with what you think this conversation might be.)

YOU: Listen, I really feel that_____

Other person: Well, _____

YOU: But, _____

Other person: _____

YOU: _____

4. Discussion of the filmstrip

A. Is this story "true to life?" In what ways? In what ways is in unreal?

B. If the alcoholic in the filmstrip were your father, how would you feel toward him? Toward adult drinking habits? Toward teenage drinking?

C. If he or she were your older brother or sister, how would you feel?

D. If you have children of your own someday, what limits would you try to place on their drinking?

EVALUATION:

The student will complete the "Treatment Preference Checklist" indicating his own preference for treatment of alcoholism.

THOUGHTS ABOUT ALCOHOL

A. Could alcoholism ever happen to you? Why or why not?

B. Suppose a member of your family was alcoholic or had a problem keeping a job because of drinking. What feelings would you have toward that person? If you tried to express those feelings, how do you imagine the conversation might go? (Complete the sentences below with what you think the conversation might be.)

YOU: Listen, I really feel that _____

_____

_____

Other person: Well, _____

_____

YOU: But, _____

_____

Other person: _____

_____

YOU: _____

_____

_____

TREATMENT PREFERENCE CHECKLIST

On this page are listed eight treatments that are currently available for the use of persons who have problems with alcoholic beverages. Please read the list and the description of each treatment, and then turn to the next page.

TREATMENTS

1. Tranquillizers - Drugs that can sometimes make you feel less nervous and upset, and might put you in a better mood.

2. Individual Psychotherapy - A therapist and you meet alone to talk about your problems of living.

3. Halfway House - A place that has a number of special programs in which you live with other people who have the same problems as you.

4. Group Psychotherapy - A therapist, you, and about 7 to 10 other people with problems like yours meet together to talk about problems of living.

5. Family Therapy - A therapist, you and members of your family meet to talk about your problems and how your family is part of them.

6. Aversive Conditioning - A program which trains you to dislike alcoholic beverages by doing something unpleasant to you while you drink or taste alcohol. Like giving you a very brief, irritating but not painful electric shocks, or making you smell something bad.

7. Antabuse - A drug which makes you very ill if you drink alcohol.

8. Alcoholics Anonymous - The well known program in which alcoholics help each other.

Please turn to the next page.

Rate the following kinds of treatment according to how well you think they might work for you or your family if you were ever in need of such treatment.

_____Individual Psychotherapy

_____Family Therapy

_____Tranquillizers

_____Aversive Conditioning

_____Antabuse

_____Halfway House

_____Alcoholics Anonymous

_____Group Psychotherapy

LEVEL VIII

LESSON 13 - TEENAGING TODAY - PART I

PURPOSE:

To examine stereotypes of contemporary adolescents as an influence on personal value formation.

FOCUS:

Teenage stereotypes

PREREQUISITES:

Lessons 2, 3, 4

TERMINAL OBJECTIVE:

Using his selections from group-created criteria of the ideal teenager, the student will evaluate his personal ideal in terms of the "group ideal".

ENABLING OBJECTIVE:

The student will identify characteristics attributed to teenagers in the media; e.g. magazine ads, TV, movies, music, etc.

MATERIALS:

Current magazines brought by students (each student is asked to try to bring at least three).

Optional: Four to six sheets of newsprint or poster board for small groups, plus markers, crayons, paste, tape, scissors.

LEARNING EXPERIENCES:

1. Introduction

Most people today are aware of an image or ideal type represented in movies, TV, and magazine advertising which often prescribes or implies a certain way of acting or behaving. Sometimes these stereotypes strongly influence the ways in which we live, the kinds of persons that we try to live up to, rather than our creating our own ideals based on the values that we personally hold.

Movies, TV and advertising have contributed to some widely held notions about what the typical teenager is like today. And because of these notions, it is important to look at ideas about what the typical teenager is like.

It might be interesting for us now to invent a teenage boy and girl - name them and make-up what they are like entirely from what we find in the media, plus our own beliefs about what typifies teenagers everywhere.

2. Creating the stereotypes

A. Appearance

(1) Form four groups: two groups of boys and two groups of girls.

(2) Assign task as follows:

Create a typical teenage boy

Group #1 (boys)
Group #2 (girls)

Create a typical teenage girl

Group #3 (boys)
Group #4 (girls)

(3) Instructions to groups

Create your group picture or collage of a typical teenage boy or girl by cutting out pictures from magazines

Name your creation

EVALUATION:

Each student will write a paragraph describing the "likes" and "dislikes" of the teenager his group created.

LEVEL VIII

LESSON 14 - TEENAGING TODAY - PART II

PURPOSE:

To examine stereotypes of contemporary adolescence as an influence on personal value formation.

FOCUS:

Teenage ideals

PREREQUISITES:

Lesson 13

TERMINAL OBJECTIVE:

Using his selections from group-created criteria of the ideal teenager, the student will compare himself to his or her idea of today's typical teenager.

ENABLING OBJECTIVES:

1. The student will identify specific traits and characteristics that his ideal male or female teenage image possesses.
2. The student will compare himself to the prevalent adolescent stereotypes.

MATERIALS:

Forms, "The Two Me's"

LEARNING EXPERIENCES:

1. Introduction

   Today we will continue our discussion of what the typical teenager is like. We will meet in the same groups that were formed yesterday and work together in describing your model teenagers.

2. Traits

   Instructions to groups

   Select a recorder to list the personality traits and characteis-tics of your model teenager.

   Discuss the kind of person this boy or girl is, in terms of personality traits, preferences, habits, worries, attitudes, beliefs and values. For example:

   -What does he or she do with spare time?

   -Favorite type of music, sport, etc.

   -What do they do about smoking, drinking, or drugs?

   -Church or synagogue?

   -Work?

   -School?

3. Large group discussion

   Use the board to summarize creations of small groups. Form two columns; one for the boy and one for the girl. Write in the names created by groups and then list under each the traits and characteristics attributed to them by the students.

   Compare the teenage girl created by the girls in the class with the one created by the boys:

   -Are there differences?

   -What are some possible reasons? (Do we sex-type people according to our own sex role expectations?)

   Repeat the process for teenage boy.

4. Provide time for students to copy summary from the board into their journals for use in the next class section.

EVALUATION:

Students are to complete the form, "The Two Me's"

THE TWO ME'S

In the columns below, list the traits that best describe your "ideal" self and your real self.

"Ideal Me" (The me I'd like to be)	"Real Me" (The me I really am)
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

What would you like most to change about your "real me?"

LEVEL VIII

LESSON 15 - EXPLORING SCHOOL AS A VALUE INFLUENCE - PART I

PURPOSE:

To explore a variety of aspects of the student's school environment which develop awareness of the ways in which schools influence the formation of an individual's values.

FOCUS:

School environment

TERMINAL OBJECTIVE:

The student will compare the students in his school with the image of the "typical teenager."

ENABLING OBJECTIVES:

1. Using "Student Value Profile" the student will survey his interests and attitudes.
2. Using data from "Student Value Profile" the student will analyze data and information about the students in his class.
3. Students will compare individuals in his school with typical teenagers.

MATERIALS:

Student notes on the typical teenager from the previous session.

Values Profile Form

LEARNING EXPERIENCES:

1. Introduction

   Focus Questions:

   A. Are students in this school just like the typical teenagers that we have been describing?

   B. If not, in what ways do they seem to differ?

   C. What can we base our opinions or guesses on? In other words, how can we go about finding out what the students in this school are like in terms of their attitudes, opinions, interests, etc.?

      One way of comparing groups of people is to find out how they think and feel about a variety of things. Therefore, it would be helpful in learning more about the population of this school to get some useful information here in our class through use of a questionnaire that surveys some of our interests and attitudes.

2. Student value profile

   A. Decide with the class whether they wish to survey only their class, several classes, or a random selection of other students in the school.

B. Distribute forms; answer questions about the exercise.

C. Complete forms.

D. Either form a committee to tabulate the data from the forms and report back to the class, or do the tabulating on the board with the class during the remainder of the class period.

E. Analyzing the data

(1) What general statements can we make about our class?

(2) Are there some outstanding findings?

(3) What things do people in our class seem to value?

(4) How do our students differ from typical teenagers?

EVALUATION:

Students will complete the sentence, "Compared to a 'typical teenager,' the kids in this school are:_____

_____

_____

VALUE PROFILE FORM

(Place a check in the appropriate column)

Should Do		Items	Should Not Do
_____	1.	Have a lot of parties	_____
_____	2.	Have long hair	_____
_____	3.	Smoke marijuana	_____
_____	4.	Be in school sports	_____
_____	5.	Be yourself	_____
_____	6.	Join school clubs	_____
_____	7.	Give a lot of money	_____
_____	8.	Get good grades	_____
_____	9.	Be a joiner	_____
_____	10.	Make a lot of friends	_____
_____	11.	Have school spirit	_____
_____	12.	Learn who's who	_____
_____	13.	Run for student council	_____
_____	14.	Know a lot of kids	_____
_____	15.	Do crazy things	_____
_____	16.	Join pep club	_____
_____	17.	Be a big drinker	_____
_____	18.	Be a letterman	_____
_____	19.	Go with one boy/girl	_____
_____	20.	Be "cool"	_____
_____	21.	Act like everyone else	_____
_____	22.	Drive a car	_____
_____	23.	Wear "in" clothes	_____
_____	24.	Know all about sports	_____
_____	25.	Be able to take a joke	_____
_____	26.	Draw attention to yourself	_____
_____	27.	Wear wire rim glasses	_____
_____	28.	Do rip offs	_____
_____	29.	Have Ripple parties	_____
_____	30.	Get pregnant	_____
_____	31.	Be stuck up	_____
		Others	
_____	32.	_____	_____
_____	33.	_____	_____
_____	34.	_____	_____
_____	35.	_____	_____

Option: Select the three most significant items and the three least significant items that you would recommend.

LEVEL VIII

LESSON 16 - EXPLORING SCHOOL AS A VALUE INFLUENCE - PART II

PURPOSE:

To explore a variety of aspects of the student's school environment which develop awareness of the ways schools influence the formation of an individual's values.

FOCUS:

School environment

TERMINAL OBJECTIVE:

The student will: (a) state his opinion as to whether his school is a positive or negative force in its influence upon his values, and (b) explain his reasons.

ENABLING OBJECTIVES:

1. The student will be able to reach consensus with at least three other classmates on ten values that they hold in common with one another.

2. The student will be able to identify ways in which the school faculty, students and curriculum influence his values.

LEARNING EXPERIENCES:

1. Introduction

"In your journals, describe the ways in which the kind of students we have in our school affect you personally."

When student have had adequate time to complete their journal entries, ask them to form groups of three and discuss their journal entries with one another.

2. Value influences of the school

"In addition to your schoolmates, what are some of the other value influences in our school?" (Teachers, administrators, counselors, curriculum, etc...)

Small group discussion questions:

In what ways do the faculty and administration affect the formation of your values?

Are you affected by what is taught here? By what is not taught?

As a group, rank in order of power each of the following value influences: students, faculty, administration, curriculum, etc...

Large group discussion:

Each small group is to share its conclusions with the large group.

Conclude the session with several "I learned...." statements.

EVALUATION:

The student will describe the influences of his school which have been positive forces in his development and those which he feels have had negative effects for him.

Teacher: Compile two lists of the forces on the board from students willing to share their findings. A discussion should follow the listing.

LEVEL VIII

LESSON 17 - FAMILY INFLUENCE

PURPOSE

To explore the family as in influence in value formation.

FOCUS:

Family influence

TERMINAL OBJECTIVE:

The student will be able to identify at least three important ways in which the family has an influence upon his development.

ENABLING OBJECTIVES:

1. The student will explore some of the values held by members of his family and how these values are indicated in their daily lives.

2. The student will be able to rank in order of importance those values he feels are most strongly held by his family.

3. The student will be able to analyze ways in which families foster value formation in family members, and ways in which families may hinder development of values.

MATERIALS:

Transparency or newsprint with "Important Values" listed (Optional)

Transparency or newsprint with "Alternative Courses of Action" listed (Optional)

Forms: "Family Awareness"

LEARNING EXPERIENCES:

1. Introduction

   During the last few class sessions we have been examining some of the forces in our society that influence our values. Certainly, a major influence in most lives is the family. Today, we will be exploring things about our own families which may help us to see more clearly how each of us is affected by his family.

2. Family values

   A. Instruct students to list in their journals or on paper, "Ten Commandments of My Family." These are the "always," "do not," "never" kinds of statements that we hear in our homes. However, they often are not stated, but only implied. That is to say, we get the message even though it may never be in the form of spoken words.

B. Form groups of four for individual sharing of these "commandments."

(1) Are there some commandments that appear on everyone's list?

(2) Are there any differences in the lists of group members? Why?

(3) Do these commandments reflect some values?

C. After groups have had sufficient time for each member to talk about his family's "commandments," dismiss groups and:

(1) Ask students to individually go back over their lists and determine what values each of these commandments seems to express.

(2) Write that value in the margin.

3. Ranking

A. List the following values on the board or on a transparency

_____Self Worth

_____Work

_____Security

_____Health

_____Parents (Spouse)

_____Brothers and Sisters (Children)

Ask each student to copy this list of values into his journal and then rank them in order of how important they are to his parents (together or mother and father separately) and then in order of importance to him personally.

B. Group discussion

(1) "If your values were not the same as your parents' values, how would you feel?"

(2) "Would you do anything about the value conflict?"
(List on board the suggestions volunteered by students on what course of action they would take?)

(3) When three or four solutions to the problem/conflict have been written on the board, ask each student to privately rank order from the best course of action to the least desirable. Allow those who wish to do so, to share their rankings with the class.

4. Assignment

Family Awareness

The main influence of families upon members is through the values they express. Since real values are not always the ones that people espouse or say they hold, it is helpful in discovering real values to look at some value indicators. Two indicators that we have talked about are "time" and "money." Family use of

time and money often helps us to understand what is important to its members. Your task in this assignment is to complete the activities on the forms provided so that you may examine some of the value indicators which exist for your family.

EVALUATION:

The student will list three values that he shares with members of his family and explain how he believes these were developed in each member. If he shares no values with his family, he may explain how his values came to be totally different than his family's.

FAMILY AWARENESS

I. HOW WE SPEND OUR TIME

FAMILY MEMBERS	WEEKDAYS			WEEKENDS	
	MORNING	AFTERNOON	EVENING	SATURDAY	SUNDAY

II. HOW WE SPEND OUR MONEY

Make a guess as to what percentage of your family's total income is spent on the items listed below. When you have finished, rank-order the five items that cost the most. Check your guesses with your parents to see how close your figures are to what is actually spent in your family for these things:

_____Shelter (rent, house payment, utilities)

_____Home maintenance (repairs, lawn care, etc.)

_____Furniture and appliances

_____Food (groceries, restaurants, school lunches)

_____Transportation (gas, car payments, repair, bus and taxi fares)

_____Gifts and contributions

_____Clothing

_____Education (tuition and fees)

_____Books, magazines

_____Entertaining (parties, etc.)

_____Alcoholic beverages

_____Cigarettes

_____Recreation (sports, tickets for events)

_____Vacations

_____Medical Care

_____Other

The five things that we spend most on are:

1. _____

2. _____

3. _____

4. _____

5. _____

III. REACTIONS

Complete the following statements as briefly and honestly as possible;

1. I was surprised to see that _____

_____

2. I was pleased to see that _____

_____

3. I was disappointed that _____

_____

4. What puzzles me most is _____

_____

5. Three things my family likes to do are _____

_____

6. What I like best about my family is _____

_____

7. If I could change anything about my family it would be

_____

8. I learned that _____

_____

_____

LEVEL VIII

LESSON 18 - SHAPING IDENTITY

PURPOSE:

To become aware of the importance of defining oneself and to accept oneself as a worthwhile person.

FOCUS:

Self Identity

TERMINAL OBJECTIVE:

The student will be able to name various persons who have helped shape his identity and analyze the influence they had in his life.

ENABLING OBJECTIVES:

1. The student, as a result of viewing a filmstrip presentation, "Shaping Identity," will discuss influences on one's identity, both internal (hereditary) and external (environment).

2. Student will be able to list traits that he admires in others and traits he dislikes in others.

MATERIALS:

Form, "Influential People"

Filmstrips and cassettes, "Shaping Identity," Part I and II.

LEARNING EXPERIENCES:

1. Introduction

The main purpose of our present study is to encourage young people to make an honest appraisal of who they are and what they can be. That is, to help develop a sense of identity and self worth.

Identity

The sense of self which we call "identity" has had many definitions. In essence, it is the self-concept, the "I," the picture of "who I am," which determines how a person will react in any given situation. This identity factor operates on both a conscious and an unconscious level. It is the "I" which functions as the decision-making mechanism in many life situations: e.g. am I one who takes advantage of an opportunity even if it is harmful to others? Am I one who speaks truth even when it hurts? Do I see myself as a person who is liked, and therefore, how shall I handle this situation?

This concept of oneself has evolved from a combination of internal and external events which include pre-natal influences, heredity, environmental pressures

nutrition, health, and peer influences, to name but a few. To a great extent this concept of self is also determined by the manner in which significant others respond to us throughout our lives. (From Discussion Guide, "Shaping Identity," pp. 7-8.)

2. Filmstrips for "Shaping Identity"

   A. Part I (8 minutes)

      Discussion:

      (The following statements are reproduced from the Teacher's Guide. Use them as a springboard for discussion.)

      Frames 22 and 23:

      "I mean, everybody gets so uptight over marijuana and drugs and sex - no one ever seems to get upset if a kid is worried about the kind of person he is."

      Frames 33 and 34:

      "You hear people tell you about how they found themselves, and most of the time you know right away that what they did wouldn't work for you at all. And you're right, because everyone has to find himself in his own way. The really important thing is to try."

B. Part II

Discuss the idea that the chief focus should be on the inter-dependence between heredity (e.g. how tall one is) and environment (e.g. how one has been led to feel about his height). Under-standing that mixture is where learning about oneself actually starts. (p. 15, Discussion Guide)

Form small groups to discuss:

(1) What factors have had the most influence on your sense of who you are at this point in your life?

(2) What is the importance of physical characteristics on one's self-concept?

(3) Evaluate the effect of the following influences: parents, brothers and sisters, friends, school, teachers, plans for the future, social pressures, etc.

3. Personal Traits

Ask student individually to:

A. List traits they admire in others.

B. List traits they dislike in others.

C. Check mark those traits on the lists which they think they possess themselves.

D. Discuss with their group whether or not changing some traits would change their feelings about themselves.

EVALUATION:

The student will complete a form which assists him in identifying those persons who have been most influential in his life.

Evaluation Format:

INFLUENTIAL PEOPLE

People who influenced me most during the first half of my life:

People who influenced me during the last half of my life:

The four people who are most influential in my life now:

1.

2.

3.

4.

Look over the entire list and place a check-mark by those names who were good influences.

Write a sentence for each person telling why he or she was a good influence.

LEVEL VIII

LESSON 19 - WHO I AM

PURPOSE:

To become more aware of the importance of defining oneself and accepting oneself as a worthwhile person.

FOCUS:

Self-Identity

PREREQUISITES:

Lesson 18

TERMINAL OBJECTIVE:

Following the learning experiences, the student will be able be identify his personal values.

ENABLING OBJECTIVES:

1. The student will be able to identify activities which provide him with high excitement.
2. The student will be able to draw a picture or write a brief paragraph describing, "Who I Am."

3. List the "Ten Commandments" for his family, peers, school, teachers, and for himself.

MATERIALS:

None

LEARNING EXPERIENCES:

1. Introduction

   Focus Question:

   How can we know or understand ourselves better? i.e., are there ways for a person to see himself more clearly?

   Possible Responses:

   Through knowing more about our values, personal traits, likes, dislikes, goals, the ways we think others see us, and the sort of person we would like to become.

2. Exciting Moments

   A. Individually, students list the ten most thrilling moments experienced during the last five years.

   B. List several exciting moments from earlier years.

   C. "Do you detect patterns?" "What conditions needs to be present for you to experience high excitement?"

3. Commandments

A. Individually, students list "Ten Commandments" for each of the following:

(1) Family
(2) School
(3) Peers
(4) Teachers
(5) Commandments that you would like to live by.

B. If time permits, these lists can be shared in small groups.

4. Either or Choices

One way we can understand ourselves better is to decide which of two extremes we are most like. For example, a city person or a country person? During the next few minutes let us try this activity by each person going to opposite ends of the room according to how you would place yourself in each of the either/or choice. I will call out the two traits and designate which end of the room represents each trait. You are then to move to the room end that you think you come closest to belonging in. If you cannot decide, then stand in the middle. Move as soon as I state the choice.

A. Are you a passive person or an aggressive person?

B. Talkative or quiet?

C. A saver or a spender?

D. A joiner or a loner?

E. "Uptight" or "hanging loose?"

Teacher: Add other choices as you see fit.

EVALUATION:

What personal values reflected by your list of "Commandments would you like to live by?" Make a list of the values opposite your list of commandments.

LEVEL VIII

LESSON 20 - DECISION-MAKING - I

PURPOSE:

To develop appreciation of the role of decision-making in personal development.

FOCUS:

Decision-making

TERMINAL OBJECTIVE:

The student will identify a strategy that he has recently applied in making a difficult decision.

ENABLING OBJECTIVES:

1. The student will be able to identify a variety of strategies commonly used in making decisions.
2. The student will be able to use essential features of formal or rational decision-making to analyze one of his past decisions.
3. The student will experience the process of making choices in his own life.

MATERIALS:

Overhead projector

Transparencies or Handouts

#1 "Strategies for Deciding"
#2 "Elements of Decisions"
#3 "Steps in the Decision-Making Process"

LEARNING EXPERIENCES:

1. Introduction

Currently, we have been thinking about the person that each of us is today and how we became that way. Did you ever stop to think that the way you are right now and what you will be in the future is largely the result of your choices or decisions?

Focus Questions:

A. Think back over today. How many decisions have each of you made already, beginning with getting up this morning?

B. What was your easiest decision?

C. What was your most difficult decision? What made it difficult?

D. What longterm effect do the decisions you made today have on the sort of person you are?

2. Decision-Making Strategies

Frequently, we fail to make decisions effectively when a difficult choice confronts us. Individuals may use

various strategies or ways for solving the "problem-at-hand." Also, different situations call for different strategies. So, a strategy in itself is neither good nor bad - it's effectiveness depends on the individual and the situation.

Here are some strategies that have been used frequently by a number of junior high school students:

*(Show Transparency #1, "Strategies for Deciding")

Discussion:

Think about the students in our school and about the typical decisions they make each day.

A. Which strategy do you think is the most common?

B. Which strategy do you think is the least common?

C. Which strategy do you use the most?

D. Which strategy is easiest?

*Note To Teacher:

In showing transparencies with information in list or step form, it is most effective to cover the transparency with a cardboard or sheet of paper that is gradually removed to display only what is being presented at the moment. This aids the learner in focusing on what is being said at the time, and in preventing the distraction of reading ahead or being presented with too much information at once.

E. Which strategy is best?

F. What would you do as you find yourself using the Agonizing Strategy or the Paralysis Strategy?

G. How does a person develop his style of decision-making?

H. What all is involved in decision-making?*

3. Elements of Decision-Making

Lecture

(Show Transparency #2, "Elements of Deciding") See Note to Teacher on preceeding page.

Every choice that we make involves a value judgment, either conscious or unconscious. Therefore, making good decisions is much more likely to occur when we consider and clarify what the underlying values are.

Another essential ingredient of effective decision-making is knowing what the end-goals of the decision are. That is, what exactly is supposed to be accomplished by solving the problem? Are the goals desirable, or worthwhile, or practical? Deciding the value of the goals is an important part of every decision. That is why we can't separate decisions from values - all decisions are founded on value judgments.

Becoming aware of the ingredients of decision (goals and values) helps us to decide important matters.

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*The discussion questions and strategies are drawn from pages 44-45 in H.B. Gelatt and others, Deciding. College Entrance Examination Board, New York, 1972.

4. Steps in Decision-Making

Decisions can be made rationally, in a planned and orderly manner. In fact, formal decision-making is a process which has specific steps. Learning these steps and how to apply them to problem situations is a valuable tool for effective living.

Repeat question from discussion: "What is involved in making a decision?"

(Show Transparency #3, "Steps in Decision-Making")

5. Difficult Decision

A. Form groups of three students

B. Task:

(1) Think of the most difficult decision you made this year.

(2) Discuss this decision with the two other members of your group (allow 2-3 minutes for each person) and have them share in helping to identify:

- possible alternatives or solutions
- consequences of each alternative
- how you went about deciding on the course of action that you took
- what values underlie the decision

EVALUATION:

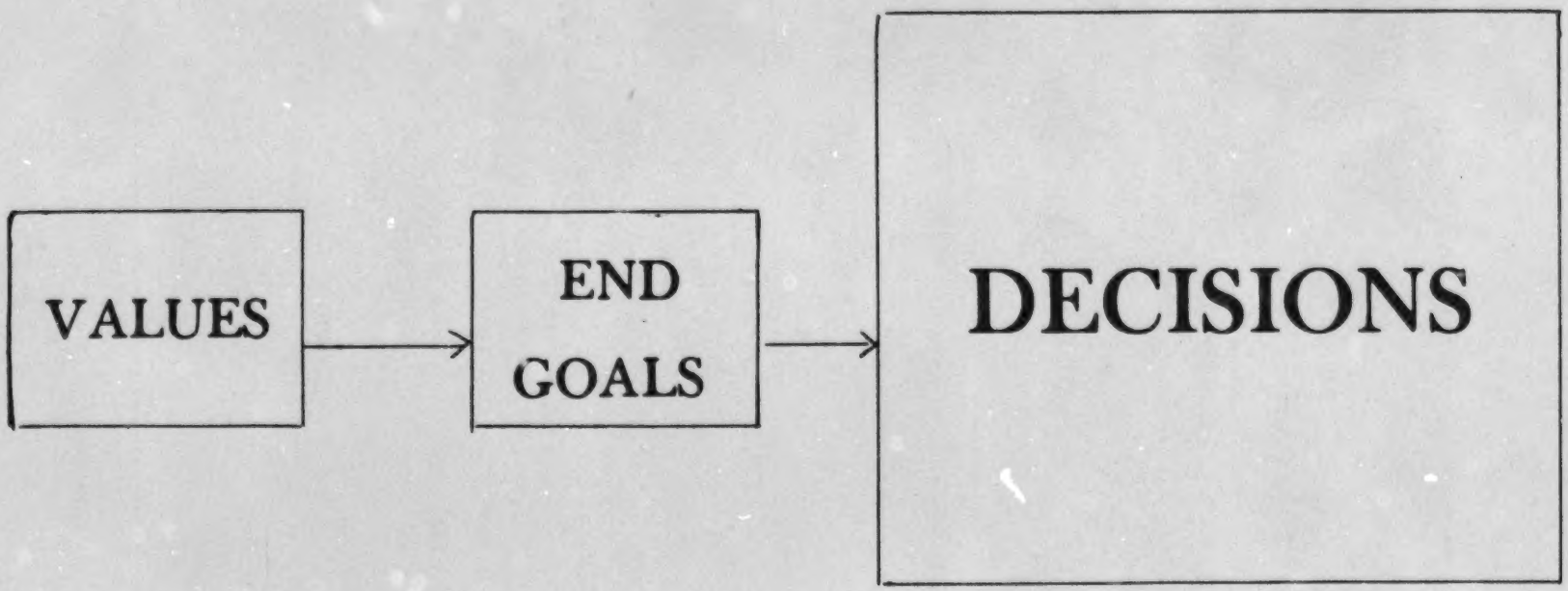
The student will identify a difficult decision that he has made recently, list alternative solutions, and possible consequences of each. This may take place in the form of small group discussion such as the one outlined above in Learning Experience #4, or as an individual, written activity.

TRANSPARENCY #1

STRATEGIES FOR DECIDING

IMPULSIVE	Little thought or examination, taking the first alternative, "don't look before you leap."
FATALISTIC	Letting the environment decide, leaving it up to fate, "it's all in the cards."
COMPLIANT	Let someone else decide, following someone else's plans, "anything you say, Sir."
DELAYING	Taking a moratorium postponing thought and action, "cross that bridge later."
AGONIZING	Getting lost in all the data, getting overwhelmed with analyzing alternatives, "I don't know what to do."
PLANNING	Using a procedure so that the end result is satisfying, a rational approach with a balance between knowledge and emotion, "weighing the facts."
INTUITIVE	A mystical, preconscious choice based on "inner harmony," "it feels right."
PARALYSIS	The decider accepts responsibility, but is unable to approach it, "can't face up to it."

Elements of Decision



TRANSPARENCY #3

STEPS IN THE DECISION MAKING PROCESS

STEP I Identify the end-goals of the decision

- What is it that you are trying to accomplish by this choice?
- What is the real problem that you're trying to solve?

STEP II List all available alternatives.

- What are all the options or possible solutions?

STEP III Evaluate the consequences of each alternative.

- Examine the value of each option; that is, what's good and bad about each possible solution?

STEP IV Select the best solution, based on how well the values of each option matches the end-goal.

LEVEL VIII

LESSON 21 - DECISION MAKING - II

PURPOSE:

To increase skill in decision-making.

FOCUS:

Decision-making

PREREQUISITE:

Lesson 20

TERMINAL OBJECTIVE:

Following learning experiences, the student will utilize a force-field analysis procedure to make a personal decision.

ENABLING OBJECTIVES:

1. The student will recall and use the basic steps of decision-making.
2. The student will participate in force-field analysis of an issue.

MATERIALS:

Transparencies or handouts:

#3 "Steps in the Decision-Making Process"
#4 "Force-Field Analysis"
#5 "Force-Field Analysis: Should I Drink?"

LEARNING EXPERIENCES:

1. Introduction

Review:

A. Ask students to recall steps in decision-making that were presented in previous lesson.

B. Outline on board and discuss each step as it is recalled (or review transparency #3).

Focus Question:

A. What do you think is the most difficult part of making decisions?

B. Which do you think are the most difficult decisions to make: individual or group? Why?

C. What are the advantages and disadvantages of individual decisions?

D. What are the advantages and disadvantages of group decisions?

2. Force Field Analysis

A. What we have actually done in trying to decide between individual or group decisions is to look at the options we have in decision-making and to evaluate each one. That is, we have examined both the good and the bad (positive and negative) factors of each.

When that procedure is outlined, it looks something like this:

(Show Transparency #4, "Force-Field Analysis")

OPTIONS	POSITIVE (+)	NEGATIVE (-)
Individual Decisions		
Group Decisions		

B. To illustrate again how it works, let's apply it to an everyday problem such as drinking. First, we <u>define the problem</u>.

"Should I Drink?"

Then we clarify our end-goal and underlying value:

End-goal: To reach a conclusion concerning the desirability of drinking.

Value: (Health? Self Respect? Economy? Safety?)

Now let's evaluate the options:

(Ask volunteers to suggest reasons for both sides of the outline.)

Some of you may wish to work out the problem on your own with this or some other personal concern, such as a decision about smoking, or using drugs.

EVALUATION:

The student will select a personal area of indecision and use a force-field analysis of the problem to reach a decision. (This can be accomplished as a journal activity or on paper to be turned in to the teacher.)

TRANSPARENCY #4

FORCE FIELD ANALYSIS

OPTIONS	POSITIVE (+)	NEGATIVE (-)
Individual Decisions		
Group Decisions		

Transparency #5

"SHOULD I DRINK?"

OPTIONS	(+) REASONS FOR	(-) REASONS AGAINST
1. Not at all		
2. At my own discretion		
3. Yes, but according to established rules that limit consumption		

LEVEL VIII

LESSON 22 - GROUP DECISIONS

PURPOSE:

To develop awareness of the complexities of making group decisions where differing values exist within the group.

FOCUS:

Decision-Making

TERMINAL OBJECTIVE:

The student will identify the difficulties in making group decisions and suggest ways of alleviating them.

ENABLING OBJECTIVES:

1. In a simulated experience, the student will participate in a group decision-making activity.
2. In a group, the student will decide on rules for alcohol use.
3. The student will analyze the difficulties that may arise in making decisions as a group.

MATERIALS:

None
Group Decision-Making Form (Optional)

LEARNING EXPERIENCES:

1. Introduction

   In recent weeks we have explored what values are, how they are acquired, how they influence decisions and guide our lives. To conclude this series of lessons, it would be useful to try to apply some of the learning from our study to a simulated situation where some value judgments and decisions are to be made.

2. Simulation

   A. Form groups of five to six

   B. Instructions to groups:

      "Imagine that you are a group of colonists from Earth who have just arrived on a newly-discovered planet for the purpose of establishing a brand new society."

      "Your small group here represents a governing committee appointed by the colonists to decide which institutions, customs, practices and products are to be established or provided in the new society."

      Task:

      Consider this sample list of things which now exist in our present earth society. Would you bring all of these things to the new society?

Check those that you would and discuss the reasons. Also, discuss the reasons for not including any one of these items.

I	II
____weapons	____cars
____schools	____alcohol
____church, synagogue	____tobacco
____marriage	____marijuana

If your committee decided to allow items in Group II, would you have rules or laws for their use?

You must agree (reach consensus) as a group on these decisions.

3. Assignment:

In your journals:

A. State whether or not you would allow alcohol and drugs in a new society.

B. If you would allow alcohol, would you have rules for its use?

C. If so, list the rules you would make for using alcohol.

EVALUATION:

The student will describe the difficulties encountered in reaching agreement in a group and suggest ways of resolving them, "Group Decision-Making Form" may be utilized for this task or students may prefer doing the task verbally in groups.

Evaluation Form: (Optional)

GROUP DECISION-MAKING

1. What is the chief difficulty in reaching agreement in a group?

2. How can these difficulties possibly be resolved in a situation where agreement or decisions must be made?

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APPENDIX

INTERACTION BRIEFS - ROLE PLAYING [1]

Role playing is a forceful technique for helping children understand themselves and others and an excellent means of teaching inter-personal and group skills. In addition, it can enrich the study of persons of distant times and places and bring the characters of literature to life.

The biggest payoff from role playing comes when it is put to work on real classroom situations, such as finding how a fight emerged, why a group failed to follow directions, or how the class representative can best present an idea to the student council. Although many teachers are familiar with the potential value of role playing, they feel too uncomfortable in the director role to make full use of it. For that reason, this month's "Interaction Brief" presents a series of steps designed to help both teacher and class develop role-playing skills.

As a first step, teachers unfamiliar with the introduction of role playing might begin by asking students to put themselves in the place of figures they are studying. When a teacher asks, for example, "What feelings do you think Columbus had that moment when the queen finally agreed to support his venture?" he is introducing an essential component of role playing: identification with another person or role. When a class discusses a character's feelings, the subject becomes more real, and the students realize that they can use their own emotions as a guide to help them understand the feelings of others.

Asking students to take parts of characters in a story or historical situation adds a second dimension of role playing. Once the situation is chosen, the actors take a few minutes to adjust themselves to their roles; then the action begins. When the teacher-director senses that the students have achieved a peak of involvement, he stops the action and opens discussion of the scene.

First the role players tell how they felt in their own roles and what they felt about the other players; then the rest of the class joins in to discuss their observation. Questions like, "From the way Joe acted, how do you think Abraham Lincoln felt in that situation?" and "How did Joe seem to feel when Mary reacted the way she did?" will highlight the emotional aspects of the interaction.

Although we all know that emotions affect the way we relate to one another, we often overlook their influence. Highlighting them brings this important part of behavior or consciousness.

The third step, developing characters within the context of a social studies unit, introduces a deeper level of participation by calling for a more personal contribution from the students than does recreating a specific historical or fictional character.

For example, children learning about Eskimos might act out the scene in which the men of the village are returning from a successful hunt. The class develops the

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[1] From Today's Education. January, 1969. p. 67-68.

cast of characters--the leader, two or three followers, several village women and children--and selects the players. Then groups of two or three can help each actor develop his role.

The director sets the scene and begins the action, which may continue until it reaches a natural close or until the actors seem to be losing steam. In other cases, the scene might be stopped when it has gone far enough to generate material for a class discussion. As in the previous case, discussion can begin by centering on how each player felt when cast in the role he played. Later, it can move to more general interchange about life for each kind of person in the village.

A background of experience in directing role-playing situations like those described above should prepare the teacher for the fourth step, which is to improvise a role-playing scene in response to something that happens in the classroom. Here is an actual illustration from a first grade room:

During a reading session conducted by a teacher aide, John was increasingly restless and preoccupied. His book was always open to the wrong page, and he concentrated more and more on the pictures he was drawing on his trousers. When the aide tried for the fourth or fifth time to capture his attention, he responded sharply. The aide was about to retaliate when the teacher, who had been observing, intervened.

The teacher suggested that the group role play for the whole class what had just happened in this small group. Everyone agreed, including John. The incident was reenacted, with John playing the part of the aide while a classmate played his part. John managed to include certain peevish qualities in his excellent characterization of the aide and the classmate reproduced John's behavior with precision.

After the action and the initial comments by and about the actors, the teacher asked the class to talk about why John had behaved as he did. The discussion included speculation about John's mood this morning and its origins. Some suggested that he had had a fight with his brother before school, others, that he hadn't had breakfast. (The teacher noticed that some of these ideas applied more to the persons presenting them than to John.) The aide's mood and its possible origins also came up for discussion. Some children noted that she seemed more irritable than usual this morning.

The conclusion was that John had not been ready to read and that the aide had been less accepting than usual. Both participants accepted the analysis. The air was cleared, and John, the class, and the aide had new insights.

In the fifth stage in role playing, which can be called class-centered, the class determines the problem, establishes the situation, and casts the characters in terms of their own inside - or outside - the classroom concerns. After the initial role-playing situation has produced some insight into the problem, the participants replay the situation so that they can become more confident in managing the particular problem.

Role Playing can be an excellent classroom technique for understanding ourselves and others in the role we play and for practicing interpersonal in-group skills. It is important to remember that role playing is useful in dealing with a distinct group of problems involving human relations. Many other procedures serve to meet the educational requirements of various group situations, and it is wise to reserve role playing for situations where it is really required.

Role playing as used here is synonymous with sociodrama, not psychodrama. In the examples, no one has been asked to play himself or to become so personally involved that personal and private feelings could become the primary focus. Psychodrama is better left to a trained therapist.

Role playing in the classroom can be enriched and varied as the teacher and class become more practiced and confident. With experience some will want to build new structures for getting at specific problems. Such ideas as the use of alter-ego techniques (where a second person expresses what he believes the other is thinking) and of coaches for actors are described in the literature of role playing, but many classroom groups will be able to invent these adaptations in relation to their own specific needs.

The basic role-playing technique offers excellent opportunities for developing the inventive abilities of any group as well as increasing human relations skills and insights.

A Brief Guide to Alcoholics Anonymous

- What is alcoholism?
- What are the symptoms?
- What is A.A.?
- How does A.A. help the alcoholic?
- What are A.A. meetings?
- Who belongs to A.A.?
- Does an alcoholic have to go "all the way down" before A.A. can help him?
- Are there any young people in A.A.?
- Who runs A.A.?
- What does it cost to belong to A.A.?
- What can families of alcoholics do?
- What does A.A. NOT do?
- How can you find out more about A.A.?

Alcoholism is recognized as a major health problem. In the U.S., it is the third great killer, after heart disease and cancer—and it does not damage alcoholics alone. Others are hurt by its effects — in the home, on the job, on the highway. Alcoholism costs the community millions of dollars every year. So whether or not you ever become an alcoholic yourself, alcoholism still can have an impact on your life.

We have learned a great deal about how to identify and arrest alcoholism. But so far no one has discovered a way to prevent it, because nobody knows exactly *why* some drinkers turn into alcoholics. Doctors and scientists in the field have not agreed on the cause (or causes) of alcoholism.

For that reason, A.A. concentrates on helping those who are already alcoholics, so that they can stop drinking and learn how to live a normal, happy life without alcohol.

What is alcoholism?

As A.A. sees it, alcoholism is an illness. The alcoholic cannot control his drinking, because he is ill in his body and in his mind (or emotions), A.A. believes. If he does not stop drinking, his alcoholism almost always gets worse and worse.

Both the American Medical Association and the British Medical Association, chief organizations of doctors in those countries, also have said that alcoholism is an illness.

What are the symptoms?

Not all alcoholics have the same symptoms, but many — at different stages in the illness — show these signs: They find that only alcohol can make them feel self-confident and at ease with other people; often want "just one more" at the end of a party; look forward to drinking occasions and think about them a lot; get drunk when they had not planned to; try to control their drinking by changing types of liquor, going on the wagon or taking pledges; sneak drinks; lie about their drinking; hide bottles; drink at work (or in school); drink alone; have blackouts (that is, cannot remember the next day what they said or did the night before); drink in the morning, to cure severe hangovers, guilty feelings and fears; fail to eat and become malnourished; get cirrhosis of the liver; shake violently, hallucinate or have convulsions when withdrawn from liquor.

What is A.A.?

Alcoholics Anonymous is a worldwide fellowship of men and women who help each other to stay sober. They offer the same help to anyone who has a drinking problem and wants to do something about it. Since they are all alcoholics themselves, they have a special understanding of each other. They know what the illness feels like — and they have learned how to recover from it in A.A.

An A.A. member says, "I *am* an alcoholic" — even when he has not had a drink for many years. He does not say that he is "cured." Once a person has lost the ability to control his drinking, this A.A. would explain, he can never again manage to drink safely — or, in other words, he can never become "a *former* alcoholic" or "an *ex*-alcoholic." But in A.A. he can become a sober alcoholic, a *recovered* alcoholic.

How does A.A. help the alcoholic?

Through the example and friendship of the recovered alcoholics in A.A., the new member is encouraged to stay away from a drink "one day at a time," as they do. Instead of "swearing off forever" or worrying about whether he will be sober tomorrow, the alcoholic concentrates on not drinking right now — today.

By keeping alcohol out of his system, the newcomer takes care of one part of his illness — his body has a chance to get well. But remember, there is another part. If he is going to *stay* sober, he needs a healthy mind and healthy emotions, too. So he begins to straighten out his confused thinking and unhappy feelings by following A.A.'s "Twelve Steps" to recovery. These Steps *suggest* ideas and actions that can guide him toward a happy and useful life.

To be in touch with other members and to learn about the recovery program, the new member goes to A.A. meetings regularly.

What are A.A. meetings?

Alcoholics Anonymous is made up of about 20,000 local groups, in 92 countries. The people in each group get together, usually once or twice a week, to hold A.A. meetings, of two main types:

(1) At "open meetings," speakers tell how they drank, how they discovered A.A. and how its program has helped them. Members may bring relatives or friends, and usually anyone interested in A.A. is also welcome to attend "open meetings."

(2) "Closed meetings" are for alcoholics only. These are group discussions, and any member who wants to may speak up, to ask questions and to share his thoughts with his fellow members. At "closed meetings," each A.A. can get help with his personal problems in staying sober and in everyday living. Some other A.A. will have had the same problems and can explain how he handled them — often by using one or more of the Twelve Steps.

Who belongs to A.A.?

Like other illnesses, alcoholism strikes all sorts of people. So the men and women in A.A. are of all races and nationalities, all religions and no religion at all. They are rich and poor and just average. They work at all occupations, as lawyers and housewives, teachers and truck drivers, waitresses and clergymen.

A.A. does not keep a list of members, but groups do report how many people belong to each one. From these reports, the total membership of A.A. is estimated at 650,000.

Does an alcoholic have to go "all the way down" before A.A. can help him?

A.A. was started in 1935 by a New York stockbroker and an Ohio surgeon, who had both been "hopeless" drunks. At first, most A.A. members also had been seriously ill; their drinking had sent them to hospitals, sanitariums or jails. But more and more people began to hear about A.A., and soon many alcoholics found they did not have to let their illness do that much damage. They could recover in A.A. *before* their health had been totally wrecked, while they still had their jobs and their families.

Are there any young people in A.A.?

In recent years, a great many young alcoholics have come into A.A. The pamphlet "Young People and A.A." gives the personal stories of ten who joined when they were under 30 — including one who joined at 18, one at 16. These young people are cheerfully staying sober and taking part in A.A. activities.

Who runs A.A.?

A.A. has no real government. Each group is free to work out its own customs and ways of holding meetings, as long as it does not hurt other groups or A.A. as a whole. The members elect a chairman, a secretary and other group officers. These officers do not give orders to anybody; mostly, their job is to see that the meetings run smoothly. In the average group, new officers are elected twice a year.

But the individual group is not cut off from the rest of A.A. Just as A.A. members help each other, so do A.A. groups. Here are three of the means they use to exchange help:

(1) Groups in the same area set up a central office or "intergroup" office.

(2) Groups everywhere share their experiences by writing to the A.A. General Service Office, in New York City.

(3) Groups in the U.S. and Canada choose representatives to go to the A.A. General Service Conference, held once a year.

All these A.A. offices and the representatives at the Conference make *suggestions*, based on the experiences of many different A.A. groups. But they do not make rules or issue commands to any groups or members.

What does it cost to belong to A.A.?

Newcomers do not pay any fees for membership. And members do not pay dues.

But money *is* needed for some A.A. purposes: renting the meeting hall, buying coffee and other refreshments, buying A.A. books, pamphlets and magazines. So a basket is usually passed around during the meeting, and members put in whatever they can afford or wish to give. Groups also contribute money to support central offices, the General Service Office and other A.A. activities.

In return for the A.A. help that members give to other alcoholics, these members are never paid. Their reward is something much better than money — it is their own health. A.A.'s have found that helping other alcoholics is the best way to stay sober themselves.

What can the families of alcholics do?

A.A. is just for the alcoholics, but two other fellowships can help their relatives. One is Al-Anon Family Groups. The other is Alateen, for teenagers who have alcoholic parents.

What does A.A. NOT do?

1. A.A. does *not* run membership drives to try to argue alcoholics into joining. A.A. is for alcoholics who *want* to get sober.

2. A.A. does *not* check up on its members to see that they don't drink. It helps alcoholics to help *themselves*.

3. A.A. is *not* a religious organization. Each member is free to decide on his own personal ideas about the meaning of life.

4. A.A. is *not* a medical organization, does *not* give out medicines or psychiatric advice.

5. A.A. does *not* run any hospitals, wards or sanitariums or provide nursing services.

6. A.A. is *not connected* with any other organization. But A.A. does cooperate with organizations that fight alcoholism. Some members work for such organizations — but on their own — *not* as representatives of A.A.

7. A.A. does *not* accept money from sources outside A.A., either private or government.

8. A.A. does *not* offer any social services, does *not* provide housing, food, clothing, jobs or money. It helps the alcoholic stay sober, so he can earn these things for himself.

9. Alcoholics Anonymous lives up to the "Anonymous" part of its title. It does *not* want members' names to be told on TV or radio or in newspapers. And members do not tell other members' names to people outside A.A. But members are *not* ashamed of belonging to A.A. They just want to encourage more alcoholics to come to A.A. for help. And they do *not* want to make heroes and heroines of themselves simply for taking care of their own health.

How can you find out more about A.A.?

1. Most towns and cities have an A.A. listing in the telephone book, for a group or central office. Often, local A.A. has a public information committee to tell people what they want to know about A.A.

2. If you do not find an A.A. listing in your phone book, write to:

General Service Office
Box 459
Grand Central Station
New York, N.Y. 10017

3. You can get other A.A. pamphlets either from your town's A.A. office or by writing to the General Service Office (address above), which will send you free *one* copy of each pamphlet you want. Some titles are:

A.A.—44 QUESTIONS AND ANSWERS
YOUNG PEOPLE AND A.A.
WHAT HAPPENED TO JOE and
IT HAPPENED TO ALICE (two A.A. stories told in comic-book form)
A CLERGYMAN ASKS ABOUT A.A.
THREE TALKS TO MEDICAL SOCIETIES
ALCOHOLICS ANONYMOUS AND THE MEDICAL PROFESSION
A.A. IN YOUR COMMUNITY
A.A. FOR THE WOMAN
A.A. AND THE ALCOHOLIC EMPLOYEE
THE ALCOHOLIC HUSBAND
THE ALCOHOLIC WIFE
A.A. IN PRISONS
A.A. IN HOSPITALS
MEMO TO AN INMATE
BACKGROUND INFORMATION ON A.A.
COOPERATION BUT NOT AFFILIATION

4. In local libraries, you may find copies of these A.A. books:

ALCOHOLICS ANONYMOUS
ALCOHOLICS ANONYMOUS COMES OF AGE
TWELVE STEPS AND TWELVE TRADITIONS
THE A.A. WAY OF LIFE (new title—AS BILL SEES IT)

5. THE A.A. GRAPEVINE (monthly magazine) may be obtained from your local A.A. office or by writing for information to:

Box 1980
Grand Central Station
New York, N.Y. 10017

MATERIALS LIST - PATTERN OF HEALTHFUL LIVING

LEVEL 6

WINSTON PRESS
25 Groveland Terrace
Minneapolis, Minn. 55403
Mr. Jack Dickerson, Sales Representative

Values In Action

"Terry Takes A Ride"	$ 15.00
"Its All Your Fault"	$ 15.00

AUDIO VISUAL SERVICES, INC. (Westinghouse)
2310 Austin Street
Houston, Texas 77004
Mr. Richard Hunter, Sales Representative

Our Values Series

"Equality: Does Equal = Same?"	$ 16.50

PHOTOGRAPHIC LABORATORIES
1926 West Gray
Houston, Texas 77019
Mr. Bob Drake, Sales Representative

"Basketball Game"	$ 15.00

LEVEL 7

PHOTOGRAPHIC LABORATORIES
1926 West Gray
Houston, Texas 77019
Mr. Bob Drake, Sales Representative

"Wanting A Bicycle"	$ 15.00
"Advertising"	$ 15.00

LEVEL 8

AUDIO VISUAL SERVICES, INC. (Westinghouse)
2310 Austin Street
Houston, Texas 77004
Mr. Richard Hunter, Sales Representative

"Life on the Rocks" (3 filmstrips)	$ 59.00

GUIDANCE ASSOCIATES
757 3rd Avenue
New York, New York 10017

"Developing Values (Parts I & II)	$ 41.50
"Shaping Identity (Parts I & II)	41.50
TOTAL	$234.00